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ABSTRACT

This five-part report offers background information and current data on the programs, finances, facilities, students, and personnel of the North Carolina Community College System (NCCCS). Section I presents an overview of the system, including general information on the NCCCS's mission, history, programs, governance, funding, the NCCC Foundation, service area assignments, statewide plan, and the planning process. This section also contains a map and organizational chart. Section II provides program briefs covering the following: technical/vocational curriculum programs; academic curriculum programs and accrediting agencies of curriculum programs; basic skills; occupational extension; community service; human resource development; Educational Network (EDNET); professional development; New and Expanding Industry Program; focused industrial training centers; small business center network; in-plant job training; Job Training Partnership Act; Carl Perkins Act; correctional education; proprietary schools licensure; and fire training. Section III examines finances, facilities, and equipment, including a budget overview and information on the disposition and source of funds, regular program costs by purpose, state-level expenditures, and average cost per full-time equivalent (FTE) student by institution. Section IV provides data on students, including information on enrollment by program area, sex, race, residency status, and employment status; student completions; and average annual FTE by program area and by credit hour load. The final section provides data on faculty and staff, including 1992-93 system totals by position category, race, sex, years of service, educational level, and months of employment. A bibliography and glossary are appended. (PAA)

ED 361 034

A Matter of
FACTS

The North Carolina Community College System Fact Book

1993

The N.C. Department of Community Colleges
Caswell Building
200 W. Jones St.
Raleigh, NC 27603-1337
Telephone 919/733-7051
Fax 919/733-0680

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Preface

The North Carolina Community College System Fact Book is a yearly publication providing authoritative data on the status of the entire system. The targeted audience is primarily decision-makers and planners dependent on timely information for the success of their endeavors. However, the Fact Book is an excellent reference and point of entry for anyone researching the N.C. Community College Sytem.

As stated, the Fact Book is an annual, implying the flexible nature of its content. Any questions or suggestions, concerning the content, purpose, or format of the Fact Book should be directed to Paul Nagy, Coordinator of Special Projects, at 919/733-7051, ext. 737.

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OUR PURPOSE

Support of economic growth and prosperity through education was the underlying concept in the development of the community college system. All of the institutions in the North Carolina Community College System offer vocational/technical training and basic education to prepare adults for the job market. In addition, a majority of institutions offer the first two years of a baccalaureate program.

The mission of the system has been defined in the North Carolina General Statutes (115D):

> ... the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs ...

The law further states that:

> The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

The statutory mission statement serves to keep the system focused on vocational and technical education. It also specifically mandates provision of basic academic education for adults through the high school level. These programs -- vocational and technical education, and basic academic education for adults -- have priority status because of their specific place in the statutory mission statement.

The mission directs the system to serve adults who have left the public schools and are beyond compulsory school age. This definition provides the background for development of policies governing the institutions' relationship to the public schools.

It is the statutory mission statement from which the "working mission statement" derives. It is the working mission statement which focuses the community college system's resources by responding to contemporary societal issues. Legitimized by the State Board of Community Colleges, the working mission dynamically mobilizes our abilities to concentrate on current concerns.

The Working Mission Statement

The North Carolina Community College System is a statewide organization of public two-year postsecondary educational institutions with an open-door admissions policy. Its mission is to provide adults in North Carolina with quality and convenient learning opportunities consistent with identified student and community needs. These opportunities are accessible to all adults regardless of age, sex, socio-economic status, ethnic origin, race, religion, or handicap. Educational and training programs are designed to enhance the personal, social, and economic potential of the individual and to produce measureable benefits to the state. The system fulfills this mission by providing:

vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills;

technical programs and courses that meet the career needs of individuals;

transferable programs and courses for students desiring to attend a senior college or university;

special occupational training and upgrading programs and services for businesses, industries, and agencies;

programs and courses in adult basic education, high school completion, and continuing education;

counseling, career guidance, job placement services, and other programs essential to developing the potential of individual students;

programs and services to enrich the quality of community life;

effective and cooperative relationships with the schools, colleges, universities, government agencies, and employers across the state, and

sound management practices and systematic planning to allocate the resources required to achieve the stated objectives of the North Carolina Community College System.

Adopted by the State Board of Community Colleges, September 1987

HISTORY

In the years following World War II, North Carolina began a rapid shift from an agricultural to an industrial economy. With that change came an awareness that a different kind of education was needed in the state. People who did not desire a four-year baccalaureate education nevertheless had the need for more than a high school diploma.

In 1950, the State Superintendent of Public Instruction authorized a study of the need for a system of tax-supported community colleges. The resulting report, by Dr. Allan S. Hurlburt, was published in 1952. It proposed a plan for development of state supported community colleges. In 1957, the General Assembly adopted the first Community College Act and provided funding for community colleges.

The same (1957) General Assembly also provided funding to initiate a statewide system of Industrial Education Centers. These centers were to train adults and selected high school students in skills needed by industry. By 1961, there were five public junior colleges emphasizing arts and sciences, and seven industrial education centers focusing on technical and vocational education.

The need to coordinate these two post-high school education systems led Governor Terry Sanford to appoint the Governor's Commission on Education Beyond the High School (Irving Carlyle, chair). In 1962, this commission recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and local boards of trustees. The resulting unified community college system would provide comprehensive post-high school education.

In May 1963, the General Assembly, in line with the Carlyle Commission report, enacted into law G.S. 115A (later changed to 115D), which provided for the establishment of a Department of Community Colleges under the State Board of Education and for the administration of institutions in the Community College System. There were then 20 industrial education centers, six community colleges (three of which became four year schools in 1963), and five extension units.

By 1966, there were 43 institutions with 28,250 full time equivalent (FTE) enrollments. In 1969, there were 54 institutions with 59,329 FTE. The system had grown very rapidly, exceeding ten percent annually nearly every year until the late 1970s. In 1974-75, growth reached the 33 percent mark. The system continues to grow in enrollments nearly every year, but by much more modest margins. The number of institutions has not increased since Brunswick Community College became the 58th in 1978, with enrollments in 1989 at approximately 660,000 students by unduplicated headcount.

The original legislation placed the community college system under the purview of the State Board of Education, and created a State Department of Community Colleges. In the early years of the system, the State Board of Education Chair was Dallas Herring; David Bruton succeeded him in 1977.

In 1979, the General Assembly changed the state control of the system.

Provision was made for a separate State Board of Community Colleges. The Board was appointed and organized in 1980, and met several times with the State Board of Education. The new Board assumed full responsibility for the system on January 1, 1981. The Board's first chairperson was Duke Power Company Executive Carl Horn. He was succeeded in 1983 by John A. Forlines, president of the Bank of Granite. In 1989, William F. Simpson became the current chair.

In 1988, the North Carolina Community College System celebrated its 25th anniversary, recognizing that in its first quarter century of service, the system had emerged as the nation's third largest community college network, educating millions of students and employing thousands of faculty and staff.

In November of 1987, the State Board estabished the Commission on the Future of the North Carolina Community College System. The 23-member, blue-ribbon panel of business, civic and education leaders was charged with establishing a systemwide agenda for policy and action over the next 25 years. The resulting Commission on the Future report, released in 1989, outlined 33 recommendations for action and change. All 33 recommendations have been adopted by the State Board and the General Assembly, and a strategic implementation plan, the Educational Blueprint, has been developed.

The Department of Community Colleges has had four presidents: I.E. Ready (1963-1970), Ben E. Fountain, Jr. (1971-1978), Larry J. Blake (1979-1982), and Robert W. Scott (1983-present). Charles R. Holloman served in an acting capacity from September, 1978 to July, 1979. The Department of Community Colleges became fully separate from the Department of Public Instruction in all matters, including fiscal affairs, when the new State Board assumed its full powers in January, 1981.

PROGRAMS

The North Carolina Community College System offers a comprehensive range of educational programs to meet the needs of local communities for higher academic education, employment skills, basic educational skills, job retraining, personal growth and development, and community and economic development. These programs are organized under several broad categories.

Curriculum programs offer credit courses leading to certificates, diplomas, or degrees. These may be technical, vocational or academic. The majority of the more than 1800 programs offered are technical, with particular emphasis on Associate in Applied Science degrees in business and office skills, nursing and allied health, engineering technologies, transportation technologies, and technical industrial occupations. There are also a significant number of vocational trade and industry programs leading to certificates or diplomas in such areas as construction trades, machine and metalworking occupations, industrial maintenance occupations, agriculture, etc. College transfer and general education programs provide academic courses parallel to the first two years of a baccalaureate degree; one or the other is offered at most of the colleges in the system.

Each of the colleges also offers instruction in basic academic skills and instructional support. Programs include Adult Basic Education (K-8 basic academic skills), Adult High School and GED programs (9-12 academic preparation), developmental studies courses to prepare students to master collegiate level coursework, individualized learning laboratories and other programs.

A third broad category of programs is continuing education. These non-credit courses may be occupational, academic, or avocational in nature. Some are offered as a categorically funded community service. Others are designed to upgrade occupational skills and are funded through enrollment driven formulas (See Finance).

Because of the unique character of community colleges, student services programs play an especially important role in the life of the colleges. Students receive academic, personal and career counseling services, special assessment and placement assistance, help in transition to work and job development, and a variety of other services which are essential to the success of the instructional programs.

Finally, there is a broad effort in specialized programming, often targeting the economic development of the community. The New and Expanding Industry Program, the Focused Industrial Training Program, and the Small Business Assistance Network all provide direct consulting and custom training to business and industry to promote their success. The Human Resources Development and Job Training Partnership Act Programs provide services and training specifically targeted to the unemployed and disadvantaged. And a variety of other programs connect the colleges uniquely to the needs and aspirations of their communities.

GOVERNANCE

The State of North Carolina has assigned the 58 public community colleges in North Carolina to the State Board of Community Colleges. The board has full authority to adopt all policies, regulations and standards it may deem necessary for operation of the system. The Department of Community Colleges serves as an administrative arm of the State Board.

The State Board is responsible solely for the state's community college system and is not under the domain of any other board or commission. Members of the State Board are selected by the governor and the general assembly. The board's membership should reflect the state's population in terms of race, age, sex, ethnic origin, economic and social background and the geographical distribution of the state. Members represent business, industry, education and government.

The board consists of 20 members. The lieutenant governor and the state treasurer are ex officio members. The governor appoints 10 members, four from the state at large and one from each of the six trustee regions. Four are designated by the senate and four more by the house. Terms are staggered and expire every other odd-numbered year. No person may be appointed or elected to more than two consecutive terms of six years.

The board meets at least ten times per year to evaluate the recommendations of the Department of Community Colleges, to set policy for the system and to oversee its operation. Members elect a board chair to serve as the board's leader, spokesperson and presiding officer. The chair is responsible for projecting the public image of the board and providing positive leadership.

The Department of Community Colleges, headed by the system president, provides state-level administration and leadership of the community college system under the direction of the State Board of Community Colleges.

The State Board and the Department have three major functions: (1) equitable distribution of funds and fiscal accountability; (2) establishing and maintaining state prioritites; and (3) educational program approval and accountability. Through the exercise of its authority in these areas, the Board can recommit the system to existing policies or alter the direction of the system through changes in policy.

As part of its administrative function, the Department provides support services for the various program offerings such as nursing, agriculture and business. Departmental staff assist college staffs by helping to develop and implement curriculums and other programs, and by providing technical assistance in a range of areas. The Department provides other services for the system that would be difficult for an individual institution to initiate, such as statewide data collection.

At the local level, each of the colleges operates under a board of trustees. Each board is composed of twelve citizens from the service area in which the college is located. The president or chairman of the executive board of the student body serves as an ex officio member. Local board members are appointed for staggered 4-year terms. Four members each are elected by the local school board and the board of commissioners of the county in which the institution is located. Four members are appointed by the governor.

The board of trustees sets local policy. The local board selects, and the State Board must approve selection of each college's president. The president operates the college within state policies and policies adopted by the local trustees. Administrative decisions, such as employment of faculty members, are made by the president. All personnel employed at the colleges are employees of the college and not of the North Carolina Department of Community Colleges.

FUNDING

By law, the State Board of Community Colleges is responsible for providing funds to meet the financial needs of the colleges in accordance with the policies and regulations of the board. The State Board has delegated authority to the local trustees to disburse the funds within these policies and regulations.

Sources of funding include state, federal and local government as well as tuition. For 1992-93 the tuition rate is $13.25 per credit hour and $185.50 maximum tuition charge per quarter for in-state students. For out-of-state students the tuition is $107.50 per credit hour and $1,505.00 maximum charge per quarter.

State funds may be used by community colleges for current operating expenses, equipment, library books, acquisition of land and capital construction.

Local funds must be used for operating and maintaining the plant or to supplement any state budget item.

The percentages of funding origination are as follows:

State	70.7 %
Local	12.8 %
Tuition	12.6 %
Federal	3.4 %
Other	0.6 %

These funds are deposited into the State Treasury. The largest portion is allocated to the colleges based on a formula adopted by the State Board. This formula is stated in Section 2D.0300 of the North Carolina Administrative Code (APA). Other funds are appropriated by the legislature and federal government for special purposes.

The State Board allocates the funds to the local boards of trustees which are responsible for using these funds in accordance with State Board policies and state and federal laws and regulations.

It is the intent of the system to minimize the out-of-pocket expense to students. For that reason, tuition is kept as low as possible. In addition, state and federal aid is provided by grants, loans, and scholarships. Many private companies have established scholarship funds at the local and state level.

The Department of Community Colleges audits the enrollment records of the colleges, and the state auditor's office audits their financial records.

North Carolina's fiscal year runs from July 1 to June 30. Unless otherwise specified, all funds not expended during that period revert to the general treasury and are available to the legislature for reappropriation.

THE NORTH CAROLINA COMMUNITY COLLEGES FOUNDATION, INC.

THE NEED

The system relies primarily on state, local, and federal governmental units and tuition/fees for both operating and capital investment funds. In the early years of the system's history, traditional funding sources were adequate. During the 1970's and 1980's, increased competition for state and local funds, inflation, the need to update programs and equipment, and demographic changes eroded the system's financial base of support.

As the system matured, all 58 institutions established private foundations (503)(c)(3) for the purpose of raising funds from private sources to support a variety of activities and local projects.

The Department of Community Colleges also realized a need to attract support from large companies and corporations whose presence in North Carolina is pervasive and not related to any particular college. Thus, the NCCCF was established as an avenue to large donors who depend on the community college system for many of their employees. It is important to note that the NCCCF is not a competitor with local institutional foundations. Rather it is a resource to be used in increasing local support.

THE FOUNDATION PURPOSES

The North Carolina Community Colleges Foundation, Inc. was chartered on September 11, 1986 as a nonprofit charitable corporation and has a 501(c)(3) designation by the Internal Revenue Service. A Board of Directors manages the foundation.

The purposes of the foundation are to:

- Support the mission of the community college system and to foster and promote the growth, progress, and general welfare of the system
- Support programs, services, and activities of the community college system which promote the mission of the system
- Support and promote excellence in administration and instruction throughout the system
- Foster quality in programs and encourage research to support long range planning in the system
- Provide an alternative vehicle for contributions of funds to support programs, services, and activities that are not being funded adequately through traditional resources
- Broaden the base of the community college system's support
- Lend support and prestige to fund raising efforts of the institutions in the system
- Communicate to the public the system's mission and responsiveness to local needs

FUND DEVELOPMENT GOALS

The Board of Directors seeks funds to enhance:

- Educational assistance for students
- Professional development for faculty, staff, and administration
- Educational program improvement
- Instructional equipment
- Research programs
- Public relations
- Special initiatives and projects

CONTRIBUTIONS

The foundation receives contributions of:

- Cash gifts
- Common stock and other securities
- Life insurance
- Funds honoring individuals during life
- Memorial gifts
- Annuity trusts
- Property and/or land with provision to use for duration of life
- Donations by will
- Individual Retirement Accounts
- Other methods used by donors to meet specific situations

SERVICE AREA ASSIGNMENTS

PHILOSOPHY

Service areas were established to regulate the offering of courses by colleges in specific geographic area in order to eliminate duplication of services by different colleges in the same area. The assignments do not regulate or establish attendance areas. Citizens may enroll in any course at any college they choose.

PURPOSE

The purpose of service area assignments is to assign specific geographic areas for all colleges, assigning the authority and responsibility for providing courses in a county other than the one in which the college is located. The assignments also include a coordination procedure, whereby a college may offer courses in another college's service area when there is mutual consent and written agreement approved by the State Board.

Institution	Service Area see Special Provisions (1-4)
Alamance CC	Alamance
Anson CC	Anson, Union (3)
Asheville-Buncombe CC	Buncombe, Madison
Beaufort County CC	Beaufort, Hyde, Tyrell, Washington (4)
Bladen CC	Bladen
Blue Ridge CC	Henderson, Transylvania
Brunswick CC	Brunswick
Caldwell CC and TI	Watauga, Caldwell
Cape Fear CC	New Hanover, Pender
Carteret CC	Carteret
Catawba Valley CC	Alexander, Catawba (2)
Central Carolina CC	Chatham, Harnett, Lee
Central Piedmont CC	Mecklenburg
Cleveland CC	Cleveland
Coastal Carolina CC	Onslow

College of The Albemarle	Camden, Chowan, Currituck, Dare, Gates, Perquimans, Pasquotank
Craven CC	Craven
Davidson County CC	Davidson, Davie
Durham CC	Durham, Orange
Edgecombe CC	Edgecombe
Fayetteville TCC	Cumberland
Forsyth TCC	Forsyth, Stokes
Gaston College	Gaston, Lincoln
Guilford TCC	Guilford
Halifax CC	Halifax, Warren (Townships of Fishing Creek, River, Roanoke, and Judkins), Northampton (Townships of Gaston, Occoneechee, Pleasant Hill, and Seaboard)
Haywood CC	Haywood
Isothermal CC	Polk, Rutherford
James Sprunt CC	Duplin
Johnston CC	Johnston
Lenoir CC	Greene, Lenoir, Jones
Martin CC	Martin, Bertie (Townships of Indian Woods, Merry Hill) (1,4)
Mayland CC	Mitchell, Avery, Yancey
McDowell CC	McDowell
Mitchell CC	Iredell (2)
Montgomery CC	Montgomery
Nash CC	Nash
Pamlico CC	Pamlico
Piedmont CC	Person, Caswell

Pitt CC	Pitt
Randolph CC	Randolph
Richmond CC	Richmond, Scotland
Roanoke-Chowan CC	Hertford, Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, and Woodville), Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacanee) (1)
Robeson CC	Robeson
Rockingham CC	Rockingham
Rowan-Cabarrus CC	Cabarrus, Rowan
Sampson CC	Sampson
Sandhills CC	Hoke, Moore
Southeastern CC	Columbus
Southwestern CC	Jackson, Macon, Swain
Stanly CC	Stanly, Union Consortium (3)
Surry CC	Surry, Yadkin
Tri-County CC	Cherokee, Clay, Graham
Vance-Granville CC	Vance, Franklin, Granville, Warren (Townships of Smith Creek, Nutbush, Sandy Creek, Shocco, Hawtree, Warrenton, Six Pound, and Ford)
Wake TCC	Wake
Wayne CC	Wayne
Western Piedmont CC	Burke
Wilkes CC	Alleghany, Ashe, Wilkes
Wilson County TC	Wilson

SPECIAL PROVISIONS

1. Bertie County is divided between Roanoke-Chowan CC and Martin CC as stated in the service area assignments. In the case of offering courses within the town or township of Windsor, Martin CC has exclusive authority for offering curriculum and adult basic education courses, and both Martin CC and Roanoke-Chowan CC are authorized to offer other continuing education courses.

2. Catawba Valley CC is authorized to continue offering the furniture training program at the Iredell Prison Unit. This exception shall be re-examined periodically by the State President with his findings reported to the State Board.

3. Union County is assigned to both Anson CC and Stanly CC. The existing consortium (agreement) between the two institutions shall be used in providing service in Union County.

4. Martin CC is authorized to offer in Washington County all adult basic education, adult high school/GED, fire training and emergency medical training and in-plant training.

STATEWIDE PLAN

The first statewide plan, "Planning for Our Future" was adopted by the State Board in April, 1988. The plan includes a revised mission statement and goals and objectives. State Board members, local trustees, community college presidents, staff, faculty and administrators from the colleges, and staff of the Department of Community Colleges all participated in the development of the plan.

To secure citizen participation in planning for the system, a 23-member Commission on the Future of the North Carolina Community College System was created in 1988. Its report, GAINING THE COMPETITIVE EDGE, is the basic planning document for the next six years. The document contains 33 recommendations which have far-reaching implications for community colleges. (See following pages.)

The planning process is continuing (see following pages). In the spring of 1990 a new statewide plan was adopted by the State Board of Community Colleges. It closely tracks the report of the Commission on the Future.

COLLEGE-LEVEL PLANNING

In September each college submits an institutional effectiveness plan, which is reviewed at DCC and submitted to the State Board. The State Board adopted guidelines for biennial institutional plans, with annual updates, as required by the General Assembly. Major elements of the guidelines include:

1) a statement of institutional purpose consistent with the mission of the N.C. Community College System·
2) a statement of educational needs of the service area, including the characteristics of the people and businesses to be served;
3) a projection of long-range needs in the areas of personnel, facilities and equipment;
4) a description of the accomplishments of the college in addressing college level goals from the previous year institutional effectiveness plan, include substantiating data;
5) an evaluation of the college's progress in addressing system level goals;
6) a statement of institution goals and objectives with emphasis on educational outcomes - where appropriate goals should be cross-referenced to system goals;
7) a section on institutional diversity; and
8) a description of the institution's procedures for planning & evaluation.

Critical Success Factors

The State Board has adopted critical success factors to measure the performance of the system. The six factors were developed from the Statewide Plan and the Commission's report. They are: Student Success, Resources, Access, Education Continuum, Workforce Development, Community Services, Program Management/Accountability. Data are being collected on 33 measures of progress toward success as indicated by the factors. An initial report, presenting five years of data, was presented to the State Board and General Assembly in April, 1990. Annual reports are submitted in April.

PLANNING PROCESS

PHASE I: DEVELOPMENT OF GOALS AND OBJECTIVES

The planning cycle begins when the State Board, at its annual retreat in odd-numbered years, reviews the mission of the system and selects the strategic themes which shall be the focus for planning. These strategic themes transcend the annual and biennial time frames.

Following State Board selection of strategic themes, the planning committee coordinates development of long-range (biennial) plans to address these themes. The planning committee will host an annual planning conference in the late fall. In odd-numbered years the presidents and local board chairs discuss the stategic themes developed by the State Board and long-range goals drafted by the planning committee at the planning conference. Objectives and strategies for implementing the goals are also deliberated at the Conference.

Following the Conference, the Policy Council of the Department of Community Colleges develops the specific strategies, working with standing and ad hoc committees of the Presidents' Association, the Trustees' Association and other groups. Concurrently, the goals are discussed at the college level, and reports on institutional plans relative to each goal are prepared for the planning committee.

By March, the planning committee selects those strategies to be included in the system plan and submits them to the State Board for approval. The System President includes these strategies in the development of the budget proposal and legislative agenda for the next biennium.

PHASE II: ASSESSMENT AND ENVIRONMENTAL SCAN

Assessment and environmental scanning go on continually throughout the planning cycle. However, because of the biennial budget cycle, it is appropriate for these functions to receive concentrated attention during the second year of the planning cycle. They are also the focus of the annual Planning Conference in even-numbered years.

While the planning committee oversees these functions, a wide variety of resources and groups within the system are involved. These include institutional planning processes, the Presidents' Association, the Trustees' Association, other professional associations, special task forces, ad hoc committees and staff in the Department.

Some of the activities which will be included in this phase of the planning cycle are:

SCAN

The scanning process is an analysis of data and information (national, state, and regional) to identify trends which may affect the community college system. This may involve review of selected publications and presentations which have special significance for the identification of trends.

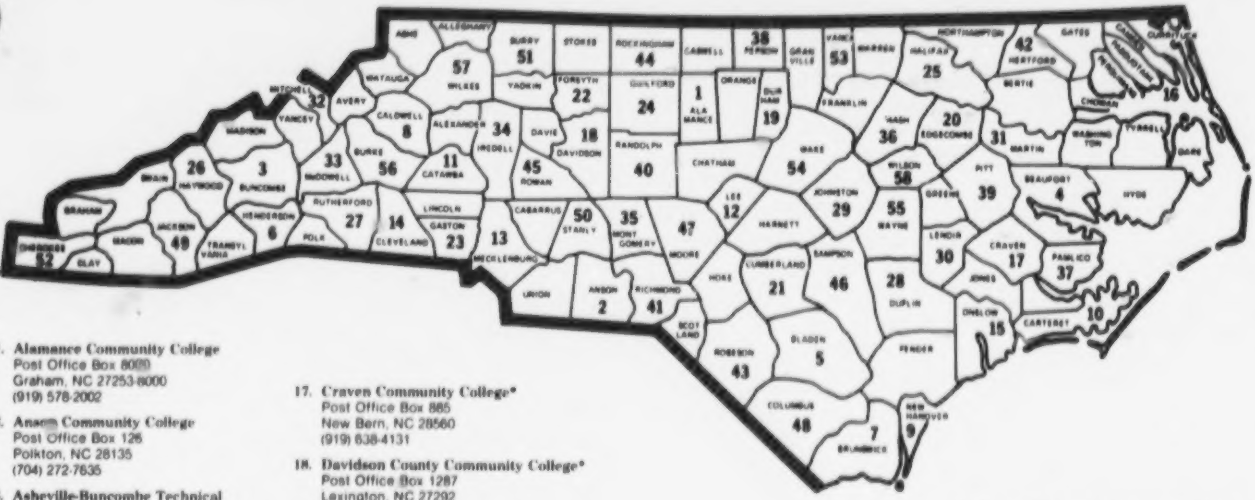
ASSESSMENT OF PROGRESS

The assessment of progress involves an analysis of routine data reports and special reports from the MIS to support policy or program development and improvement. In addition, the process may include commissioning special studies which draw on other sources of information and expertise to support policy or program development and improvement; collection and analysis of reports from the individual college planning processes; and recognition of outstanding programs.

POLICY RECOMMENDATIONS

Ongoing analysis may identify problems and/or promising ideas which may be developed or piloted outside of the budget process. The Planning Committee may initiate development of policy recommendations for the State Board in coordination with the Office of the System President and the Presidents' and Trustee's Associations when it determines a need.

The North Carolina Community College System


ASHE
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CARTERET
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ROBESON
43
BLADEN
5
PENDER
COLUMBUS
48
7
BRUNSWICK
NEW HANOVER
9

1. **Alamance Community College**
Post Office Box 8000
Graham, NC 27253-8000
(919) 578-2002

2. **Anson Community College**
Post Office Box 126
Polkton, NC 28135
(704) 272-7635

3. **Asheville-Buncombe Technical Community College***
340 Victoria Road
Asheville, NC 28801
(704) 254-1921

4. **Beaufort County Community College***
Post Office Box 1069
Washington, NC 27889
(919) 946-6194

5. **Bladen Community College**
Post Office Box 266
Dublin, NC 28332
(919) 862-2164

Blue Ridge Community College*
Flat Rock, NC 28731
(704) 692-3572

7. **Brunswick Community College**
Post Office Box 30
Supply, NC 28462
(919) 754-6900

8. **Caldwell Community College and Technical Institute***
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200

9. **Cape Fear Community College***
411 N. Front Street
Wilmington, NC 28401
(919) 343-0481

10. **Carteret Community College***
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000

11. **Catawba Valley Community College***
Route 3, Box 283
Hickory, NC 28602
(704) 327-7000

12. **Central Carolina Community College**
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401

13. **Central Piedmont Community College***
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6566

14. **Cleveland Community College***
137 S. Post Road
Shelby, NC 28150
(704) 484-4000

15. **Coastal Carolina Community College***
444 Western Boulevard
Jacksonville, NC 28546
(919) 455-1221

College of The Albemarle*
Post Office Box 2327
Elizabeth City, NC 27909
(919) 335-0821

17. **Craven Community College***
Post Office Box 885
New Bern, NC 28560
(919) 638-4131

18. **Davidson County Community College***
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186

19. **Durham Technical Community College***
Post Office Drawer 11307
Durham, NC 27703
(919) 598-9222

20. **Edgecombe Community College***
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166

21. **Fayetteville Technical Community College***
Post Office Box 35236
Fayetteville, NC 28303-0236
(919) 678-8400

22. **Forsyth Technical Community College***
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(919) 723-0371

23. **Gaston College***
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200

24. **Guilford Technical Community College***
Post Office Box 309
Jamestown, NC 27282
(919) 334-4822

25. **Halifax Community College***
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551

26. **Haywood Community College**
Freedlander Drive
Clyde, NC 28721
(704) 627-4516

27. **Isothermal Community College***
Post Office Box 804
Spindale, NC 28160
(704) 286-3636

28. **James Sprunt Community College***
Post Office Box 398
Kenansville, NC 28349-0398
(919) 296-1341

29. **Johnston Community College**
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051

30. **Lenoir Community College***
Post Office Box 188
Kinston, NC 28501
(919) 527-6223

31. **Martin Community College***
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521

32. **Mayland Community College**
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351

33. **McDowell Technical Community College**
Route 1, Box 170
Marion, NC 28752
(704) 652-6021

34. **Mitchell Community College***
West Broad Street
Statesville, NC 28677
(704) 878-3200

35. **Montgomery Community College***
Post Office Box 787
Troy, NC 27371
(919) 572-3691

36. **Nash Community College***
Old Carriage Road
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011

37. **Pamlico Community College**
Highway 306 South
Grantsboro, NC 28529
(919) 249-1851

38. **Piedmont Community College**
Post Office Box 1197
Roxboro, NC 27573
(919) 599-1181

39. **Pitt Community College***
Post Office Drawer 7007
Greenville, NC 27834
(919) 355-4200

40. **Randolph Community College**
Post Office Box 1009
Asheboro, NC 27204-1009
(919) 629-1471

41. **Richmond Community College***
Post Office Box 1189
Hamlet, NC 28345
(919) 582-7000

42. **Roanoke-Chowan Community College**
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921

43. **Robeson Community College**
Post Office Box 1420
Lumberton, NC 28359
(919) 738-7101

44. **Rockingham Community College***
Wentworth, NC 27375
(919) 342-4261

45. **Rowan-Cabarrus Community College***
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760

46. **Sampson Community College**
Post Office Drawer 318
Clinton, NC 28328
(919) 592-8081

47. **Sandhills Community College***
2200 Airport Road
Pinehurst, NC 28374
(919) 692-6185

48. **Southeastern Community College***
Post Office Box 151
Whiteville, NC 28472
(919) 642-7141

49. **Southwestern Community College***
275 Webster Road
Sylva, NC 28779
(704) 586-4091

50. **Stanly Community College***
141 College Drive
Albemarle, NC 28001
(704) 982-0121

51. **Surry Community College***
Box 304
Dobson, NC 27017
(919) 386-8121

52. **Tri-County Community College***
2300 Highway 64 East
Murphy, NC 28906
(704) 837-6810

53. **Vance-Granville Community College***
Box 917
Henderson, NC 27536
(919) 492-2061

54. **Wake Technical Community College***
9101 Fayetteville Road
Raleigh, NC 27603
(919) 772-0551

55. **Wayne Community College***
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151

56. **Western Piedmont Community College***
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000

57. **Wilkes Community College***
Post Office Box 120
Wilkesboro, NC 28697
(919) 667-7136

58. **Wilson Technical Community College**
Post Office Box 4305 · Woodard Station
Wilson, NC 27893
(919) 291-1195

*Offers College Transfer Curriculum Program

N.C. Department of Community Colleges
Robert W. Scott, System President
(919) 733-7051

NORTH CAROLINA
COMMUNITY
COLLEGE SYSTEM

Caswell Building, 200 W. Jones Street
Raleigh, N.C. 27603-1337
FAX (919) 733-0680

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AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

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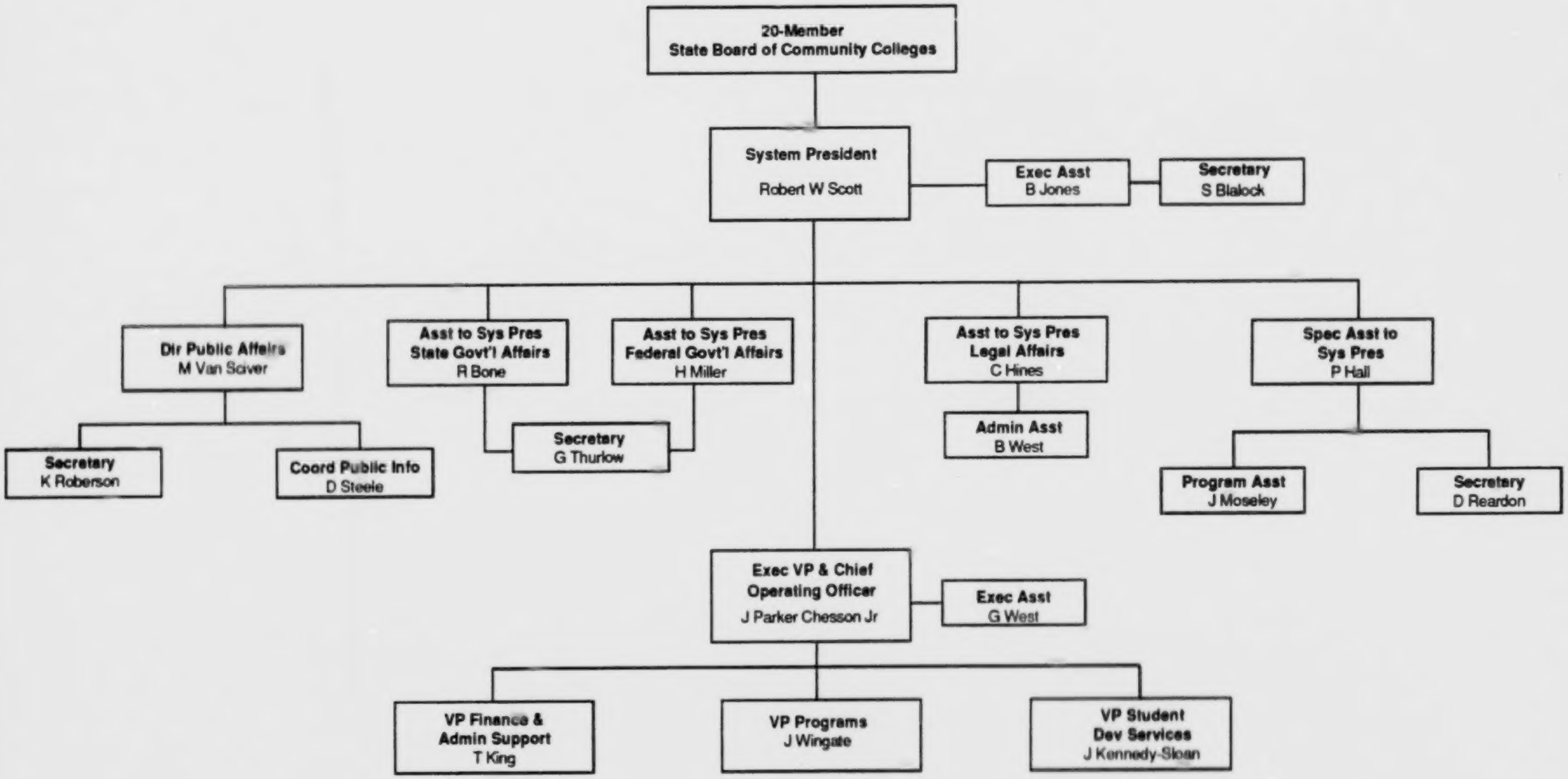
20-Member
State Board of Community Colleges
System President
Robert W Scott
Exec Asst
B Jones
Secretary
S Blalock
Dir Public Affairs
M Van Sciver
Secretary
K Roberson
Coord Public Info
D Steele
Asst to Sys Pres
State Govt'l Affairs
R Bone
Asst to Sys Pres
Federal Govt'l Affairs
H Miller
Secretary
G Thurlow
Asst to Sys Pres
Legal Affairs
C Hines
Admin Asst
B West
Spec Asst to
Sys Pres
P Hall
Program Asst
J Moseley
Secretary
D Reardon
Exec VP & Chief
Operating Officer
J Parker Chesson Jr
Exec Asst
G West
VP Finance &
Admin Support
T King
VP Programs
J Wingate
VP Student
Dev Services
J Kennedy-Sloan

Revised: 03/01/93
System.Pres.Working

DEPARTMENT OF COMMUNITY COLLEGES

ADMINISTRATION	EXT.	ROOM #
ROBERT W. SCOTT, SYSTEM PRESIDENT	709	101D
Betty Carter Jones, Executive Assistant	709	101C-2
Samantha D. Blalock, Secretary	716	101
Assistants to the President		
Roger W. Bone, State Governmental Affairs	3-5023	**
Hal M. Miller, Federal Governmental Affairs	720	144E
Gennie L. Thurlow, Secretary	742	144B
Pam Hall, Special Assistant to President	730	184
Julie Moseley, Program Assistant	729	184
Dot Reardon, Secretary	749	171
Public Affairs		
Mark R. Van Sciver, Director	722	144G
Karen Roberson, Secretary	744	144I
Delores Steele, Coord. of Public Information	723	144H
Clay Tee Hines, Legal Affairs	752	171D
Betty West, Legal Assistant	750	171B
J. PARKER CHESSON, JR., EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER	711	101B
Glenda C. West, Executive Assistant	710	101C
C. Neill McLeod, Associate Executive V.P.	441	470A
Marion Patrick, Secretary	442	470
Kathryn Baker Smith, Associate V.P. for Planning and Research	728	172G
Jerrie Farmer, Secretary	733	172
Brenda Splawn, Statistical Research Assistant	727	172F
Bob Vanderheyden, Director of Research	725	172D
Keith Brown, Coord. for Institutional Planning	726	172E
Paul Nagy, Coordinator, Special Projects	737	172C
Personnel		
Linda Coleman, Director	701	130E
Rhonda Stephenson, Secretary	743	144C
Rosalyn Comfort, Assistant Director	704	130C
Shelia Thompson, Technical Support Specialist	703	130A
Carolyn Austin, Personnel Assistant	702	130D
Lori Grippo, Personnel Analyst	719	144D

**210 N. Person Street

ADMINISTRATION (Continued)	EXT.	ROOM #
Program (FTE) Audits		
Bill Cole, Director	203	201J
Polly Murphy, Statistical Assistant	220	201M
Wendi Dyson, Education Program Auditor		
Wilson Technical Community College	(919) 291-1195	
David Brown, Educational Program Auditor	218	201N
Walter Currie, Educational Program Auditor		
Fayetteville Technical Community College	(919) 678-8363	
David Hall, Educational Program Auditor		
Southwestern Community College	(704) 586-4091	
Phil Marion, Educational Program Auditor		
Forsyth Technical Community College	(919) 723-0371	
Joe Mullis, Educational Program Auditor		
Wilson Technical Community College	(919) 291-1195	
Todd Parker, Educational Program Auditor		
Cape Fear Community College	(919) 675-1439	

FINANCE & ADMINISTRATIVE SUPPORT	EXT.	ROOM #
Thomas C. King, Jr., Senior Vice President and Chief Financial Officer	211	201B
Jan M. Hopkins, Executive Assistant	210	201C

Auditing and Accounting

Larry L. Morgan, Director	208	201E
VACANT, Office Assistant	207	201F
Harold Butts, Assistant Director for Budget & State-Level Accounting	209	201D
Dorothy Sallinger, Budget Officer	205	201H
Gloria McLaughlin, Administrative Assistant	204	201I
Paula Jones, Accounting Clerk	217	201O
Kim Pendergraft, Accounting Technician	206	201G
John M. Malia, Assistant Director for State-Aid Auditing	201	234A
Alice Smith, Accountant, Vocational Education Programs	222	234B
Betty Bishop, Accounting Technician	229	234E
Joy Wright, Supervisor for Regular Programs	231	234K
Gina Sampson, Accounting Clerk	227	234J
Tony James, Accounting Clerk	228	234I
Patricia Edmondson, Accounting Technician for Construction & Special Projects	223	234C
Linda H. Wilson, Accountant, JTPA Programs	230	234F
Donna Tetrault, Accountant	224	234D
Myra W. Davis, Accounting Clerk	207	201F

Departmental Services

Jane Goodwin, Director	251	269
Carol Ann Penny, Office Assistant	250	273
Parks Todd, Telecommunications Coordinator	618	B39A
Fred W. Manley, Telecommunications Consultant	619	B39B
Joseph Alley, TV Producer/Director	620	B39C
Hilda Raynor, Publications Coordinator	626	B39G
Veronica Ross, Departmental Services Coordinator	249	273A
Dorothy Bain, Purchasing Clerk	242	258H
Andrea Kittrell, Receptionist/Switchboard Operator	0	Lobby
Gary Bridges, Mail Supervisor	608	B20C
VACANT, Mail Clerk	610	B24
Robert Octetree, Mail Clerk	610	B24
Robert Christmas, Duplicating Supervisor	601	B20A
Michael Farmer, Printing Machine Operator	601	B20A

FINANCE & ADMINISTRATIVE SUPPORT (Continued)	EXT.	ROOM
Facility and Property Services		
C. Eugene Hinton, Director	236	258B
Dee Ann Burns, Office Assistant	235	258A
William Gillespie, Storeroom Manager	9215	**
Philip Albano, Coordinator of Facility Services	237	258C
Jeanette Ray, Coordinator, Equipment Services	240	258E
Kaye G. Russell, Records Processing Assistant	243	258G
Rosa Leach, Records Processing Assistant	239	258D
**101 South West Street		
Institutional Services		
Major Boyd, Director	634	B47C
Kathie Pierce, Office Assistant	636	B47
Pamela B. Doyle, Coordinator, Library Technical Assistance	635	B47D
Azalee B. Sain, Coordinator, Library Acquisition	633	B47B
Chavon Casey, Accounting Clerk	649	B47O
Robert Brown, Library Clerk	653	B47N
Betty Gooch, Library Clerk	644	B47K
Frances Shugart, Library Clerk	651	B47
Ronnie Thompson, Library Assistant	656	B4
Ortha B. Allen, Coordinator, Library Cataloging	638	B47E
Roxanne Davenport, Librarian	648	B47P
Annette Jones, Library Assistant	642	B47I
Judy Murray, Library Technical Assistant	643	B47J
Malissa Oakley, Library Assistant	641	B47H
Kathy Overton, Library Assistant	639	B47F

FINANCE & ADMINISTRATIVE SUPPORT (Continued)	EXT.	ROOM #
Information Services		
Steve Ijames, Director	367	371A
Lisa Schmitt, Office Assistant	371	371
Nan Johnson, Data Entry Operator	360	392E
IIPS Team		
Philip Shepard, Supervisor Systems and Programming (PRIME)	348	392B
Joe Barefoot, Computer Systems Analyst	333	334H
Pat Hill, Computer Training Specialist	342	358A
Helen Pearce, Analyst Programmer	368	368
Julian Wingfield, Systems Analyst	324	348B
Jim Watkins, Analyst Programmer	335	334I
Arthur Hohnsbehn, Analyst Programmer	352	392F
Rick Bundy, Analyst Programmer	359	392M
Susan Denny, Analyst Programmer	331	348B
Paul Godley, Analyst Programmer	354	392M
VACANT, Computer Technical Writer		
Ronnie Gaines, Systems Programmer	340	358B
Larry Butts, Telecommunications Specialist	339	358C
Ellen Haynes, Computer Operator	376	376
IBM Team		
VACANT, Supervisor Statistical and Programming (IBM)	365	392I
Kathy Blake, Data Processing Coordinator	356	392H
Shirley Carroll, Data Processing Coordinator	350	392C
Dan Harris, Data Processing Assistant	345	358E
Glen Johnson, Analyst Programmer	353	392L
Steve Kulig, Analyst Programmer	366	392J
Donna Watkins, Data Processing Coordinator	355	392K
Margaret Perry, Data Processing Coordinator	351	392N
Dave Smith, Analyst Programmer	347	392A
Information Resource Center		
F. Milam Johnson, Information Resource Center Coordinator	280	280
VACANT, Analyst Programmer	279	279
Philip Yeung, Coop. Student	281	281

PROGRAMS	EXT.	ROOM #
James G. Wingate, Vice President	413	401B
Judy Wilkerson, Executive Assistant	412	401C
Bob Allen, Associate Director Professional Development	403	401K
Lynda Wilkins, Office Assistant	425	434B
Basic Skills		
Bobby Anderson, Director	301	334C
Lisa Stell, Office Assistant	327	334A-3
Don Snodgrass, Coordinator, ABE	332	334G
Florence Taylor, Coordinator, ABE	329	334E
VACANT, Office Assistant	330	334F
Delane Boyer, Coordinator, GED and AHS	302	334B
Joy Matthews, Office Assistant	303	301J-2
Darlene Tart, GED/Competency Test Clerk	306	301J
James Camp, Training Specialist, ABE and Special Populations	337	334K
Lisa Stell, Office Assistant	327	334A-3
Business and Industry Services		
Joe Sturdivant, Director	408	401F
Judy Strother, Secretary	417	401P
New Industry Training Coordinators		
Tom Bennett, Northeastern Region	405	401I
Rick Kimrey, Piedmont Region Mitchell Community College, Statesville	*101-43 or (704) 878-3227	
Don Moore, Southeastern Region	406	401H
Bob Poore, Western Region, High Tech. Center Haywood Community College, Waynesville	(704) 452-1411	
Jean Overton, Assoc. Director, Small Business	409	401E
Peggy Walker, Secretary	418	401R
Glynda Lawrence, Associate Director Business and Industry Services	407	401G
Faye Steele, Secretary	416	401Q
Ana Cuomo, Coordinator of Developmental Operations	421	401M
Doris Nixon, Data Management Technician	422	401O

PROGRAMS (Continued)

	EXT.	ROOM #
Program Development Services		
Roger Worthington, Director	401	434D
Deborah Ward, Secretary	402	434C
Allen McNeely, Curriculum Information Specialist	440	460A
Jennifer Frazelle, Standards Coordinator	423	401L
Peggy Ball, Associate Director, General Education/Service/Business	426	434E
Kathy Williams, Secretary	424	434A
Claudette Howell, Coordinator Business Education Programs	427	434F
Peggy Houck, Secretary	429	434P
Sharon Morrissey, Coordinator English, Agricultural, & Service Occupations	428	434G
Peggy Houck, Secretary	429	434P
Luby Weaver, Associate Director Manufacturing & Engineering	439	434L
Judie Rounds, Secretary	434	434M
Mike Pittman, Coordinator Construction/Electrical/Electronics Trades	437	434K
Judie Rounds, Secretary	434	434N
Gerald Pumphrey, Coordinator Transportation and Mechanical Programs	436	434J
Pam Williams, Secretary	433	434N
Trudy Matheny, Program Coordinator, Cooperative Education Research and Development	411	401D
Pam Williams, Secretary	433	434N
Elizabeth Jones, Associate Director Health Programs	435	434I
Susan Barbour, Secretary	430	434O
Julie Burnham, Program Coordinator Allied Health Programs	431	434H
Susan Barbour, Secretary	430	434O

PROGRAMS (Continued)	EXT.	ROOM #
Employment Readiness Programs		
Bill Pursell, Director	456	498
Judy Stephenson, Secretary	455	496
Stephanie Deese, Assoc. Director, JTPA Programs	449	493
Bobbie Lancaster, Secretary	452	497
Audrey Foster, Processing Assistant	451	495
Peggy Graham, Assoc. Director, HRD and SLIAG Programs	453	499
Judy Stephenson, Secretary	455	496
J. W. Eades, Assoc. Director, Federal Voc. Ed.	445	485
Joy Martin, Program Assistant	446	480
Don Martin, Coordinator, Fed. Voc. Ed.	443	486
Roscoe Hager, Coordinator, MOA Voc. Ed.	444	483
Doris Jacobs, Coordinator, Sex Equity	448	489
Special Programs		
Charles Barham, Director	460	473
Bernice Heller, Secretary	459	473
Ken Farmer, State Director for Fire Training	447	481
Bernice Heller, Secretary	459	473
Tracy McPherson, Education Consultant	404	401J
Bernice Heller, Secretary	459	473

STUDENT DEVELOPMENT SERVICES	EXT.	ROOM #
Janice Kennedy-Sloan, Vice President	314	301C
Grace Hocutt, Executive Assistant	313	301D
Enrollment Management		
Catherine Church, Director	307	301I
Sheila Hohnsbehn, Student Services Assistant	308	301H
Student Progress (Monitoring)		
Terry Shelwood, Director	311	301F
Sheila Hohnsbehn, Student Services Assistant	308	301H
Student Support Services		
William Strickland, Director	322	301L
Lavee Stuckey, Student Services Assistant	319	301O
Student Access and Equity		
Morris Johnson, Director	309	301G
Lavee Stuckey, Student Services Assistant	319	301O

II. Program Briefs

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B. Academic Curriculum Programs and Accrediting Agencies of Curriculum Programs II 2
C. Basic Skills II 5
D. Occupational Extension II 6
E. Community Service II 7
F. Human Resource Development II 8
G. Educational Network (EDNET) II 9
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ACADEMIC CURRICULUM PROGRAMS

College level academic courses have been a part of the mission and programming of the N. C. Community College System from its inception in 1963. Currently, 41 of the fifty-eight colleges are authorized to offer college parallel programs leading to Associate in Arts, Associate in Science and Associate in Fine Arts Degrees. These degrees are fully transferable to most baccalaureate level colleges and universities. From time to time, the State Board of Community Colleges entertains proposals from additional colleges in the system to offer this program. These proposals are evaluated in terms of the need for the program, student demand for the program, the college's capacity to support a quality program, and the potential impact of the program on other colleges in the region.

The Associate in General Education degree is offered by 36 of the colleges. While this program is generally designed for the academic enrichment of students who may not seek to transfer, many of the courses in the program transfer through articulation agreements with senior colleges. In addition, 12 of the colleges offer this degree under contract with a senior college. Students in these programs earn credit at both institutions and often enjoy expanded opportunities for transfer.

	General Education (G-020)	Gen.Ed. Contracts with Senior Inst.	College Transfer
Alamance CC	X	UNC-Greensboro	
Anson CC	X		
Asheville-Buncombe TCC			X
Beaufort County CC	X		X
Bladen CC	X	UNC-Wilmington	
Blue Ridge CC			X
Brunswick CC	X	UNC-Wilmington	
Caldwell CC & TI			X
Cape Fear CC	X		X
Carteret CC	X	ECU-Greenville	
Catawba Valley CC			X
Central Carolina CC	X	Campbell Univ.	
Central Piedmont CC	X		X
Cleveland CC	X		X
Coastal Carolina CC			X
College of The Albemarle	X		X
Craven CC	X		X
Davidson County CC			X
Durham TCC	X		X
Edgecombe CC			X
Fayetteville TCC	X		X
Forsyth TCC			X
Gaston College			X
Guilford TCC	X		X
Halifax CC			X

TECHNICAL/VOCATIONAL CURRICULUM PROGRAMS Contact: Roger Worthington

The North Carolina Community College System offers over 1800 technical and vocational curriculum programs leading to certificates, diplomas and degrees under 269 titles.

Technical degree programs account for 1240 of these (174 titles) and lead to the Associate in Applied Science degree. A full-time student can typically complete these programs in two years (6-8 quarters). In addition to technical major coursework, these programs require a minimum of 18 quarter credit hours in general education (English, social science and humanities) and approximately 24-36 quarter credit hours in related courses (foundation courses in mathematics, science, and other related subjects.)

Vocational programs account for 624 of the occupational curriculums under 95 titles. These programs lead to a certificate or diploma and can be completed by a full-time student in one to four quarters. Vocational programs require up to 12 quarter credit hours (typically six) in general education and 12-18 quarter hours credit in related courses.

Certificate programs may consist of major courses from either a technical or vocational program and are usually 18 or more quarter hours credit in length.

In 1991-92 the system initiated 59 new vocational and technical curriculum programs and discontinued 47. These programs are established on the basis of local or regional labor market need and student demand. Each is approved by the State Board of Community Colleges through a regular program approval process at the request of an institution. Curriculums are designed by the institution with input from advisory committees of employers and practitioners, but the design must be consistent with a general framework established through the curriculum standards. Under a policy adopted by the state board in 1989, each of these programs must be reviewed by the college at least once every five years with regard to quality, student outcomes, cost effectiveness, etc.

Many of the programs are of regional interest and 98 of the programs are offered by only one institution in the system. Offerings are documented in a systemwide catalog and chart.

	General Education (G-020)	Gen.Ed. Contracts with Senior Inst.	College Transfer
Haywood CC	X	Western Carolina University	
Isothermal CC	X		X
James Sprunt CC	X		X
Johnston CC	X	ECU-Greenville	
Lenoir CC			X
Martin CC	X		X
Mayland CC	X		
McDowell TCC	X		
Mitchell CC			X
Montgomery CC	X		X
Nash CC			X
Pamlico CC	X	ECU-Greenville	
Piedmont CC	X	UNC-Greensboro	
Pitt CC			X
Randolph CC	X	UNC-Greensboro	
Richmond CC			X
Roanoke-Chowan CC	X	ECU-Greenville	
Robeson CC	X		
Rockingham CC	X		X
Rowan-Cabarrus CC			X
Sampson CC	X	UNC-Wilmington	
Sandhills CC	X		X
Southeastern CC			X
Southwestern CC	X		X
Stanly CC			X
Surry CC			X
Tri-County CC	X		X
Vance-Granville CC			X
Wake TCC	X		X
Wayne CC			X
Western Piedmont CC	X		X
Wilkes CC			X
Wilson County TC	X		

ACCREDITING AGENCIES OF CURRICULUM PROGRAMS

American Association of Medical Assistants
American Association of Respiratory Therapy
American Bar Association
American Board of Funeral Service Education
American Dental Association
American Institute of Banking
American Medical Association
American Medical Association - Operating Room Technicians
American Medical Records Association
American Occupational Therapy Association
American Physical Therapy Association
American Society of Hospital Pharmacies
Association of Surgical Technologists
Automotive Service Excellence
Commission on Opticianary Accreditation
Committee on Allied Health Education and Accreditation
Committee on Animal Technician Activities and Training
Committee on Veterinary Technicians Activities and Training
Federal Aviation Agency
Joint Review Committee on Education in Radiologic Technology
National Accrediting Agency for Clinical Laboratory Sciences
North Carolina State Board of Embalmers
North Carolina Board of Nursing
NC Department of Justice, Criminal Justice Standards Division
North Carolina Real Estate Commission
North Carolina Substance Abuse Certification Board *
North Carolina Office of Emergency Medical Services
North Carolina Real Estate Licensing Board
North Carolina State Board of Cosmetic Arts
North Carolina State Board of Mortuary Science *
National League for Nursing
Southern Association of Colleges and Schools
Society of American Foresters
Technology Accreditation Commission/Accreditation Board for Engineering and Technology

* Gives approval not accreditation.

BASIC SKILLS Contact: Bobby Anderson

One of the primary missions of the community college system is the offering of educational opportunities for adults 16 years of age and older who are out of school. The system provides educational opportunities through four major literacy components, utilizing over 2,450 off-campus sites, including work sites, churches, community centers, schools, libraries, sheltered workshops, and prisons.

Adult Basic Education. This program addresses the needs of adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society. Adults also enroll in the program if their lack of mastery of basic skills results in an inability to speak, read, or write the English language. These barriers generally constitute a substantial impairment of their ability to get or retain employment commensurate with their real ability. ABE can help to eliminate these inabilities and raise the level of education of such individuals with a view toward making them less likely to become dependent on others.

Adult High School. This program consists of two components: the General Educational Development (GED) program and the Adult High School Diploma program. These components provide for the completion of an academic high school education for all non-high school graduates who are at least 18 years old and for individuals between 16 and 18 years old with special needs.

The GED testing program is operated jointly by the American Council on Education and the State Board of Community Colleges. There are GED testing centers at all community colleges.

The Adult High School Diploma program operates through an agreement of affiliation between the boards of trustees of the local community colleges and the local boards of education.

Compensatory Education. This is a program to compensate those mentally retarded adults who have not had an education or received an inadequate one. It focuses on the skills needed by mentally retarded adults to function as independently as possible. The program assumes an end result of productivity, employment, independence and self-sufficiency for its clientele.

Enrollments. (Programs are duplicated across type and will not add up to the total)

Year	ABE	AHSP	GED	CED	TOTAL
1987-88	50,790	18,235	16,445	7,989	87,033
1988-89	56,055	17,517	21,632	8,508	96,680
1989-90	64,869	19,350	23,790	8,731	109,415
1990-91	73,535	20,667	25,726	8,436	120,043
1991-92	77,005	20,955	28,761	8,137	125,660

OCCUPATIONAL EXTENSION Contact: Roger Worthington

One of the major missions of the community college system is to provide opportunities for the citizens to prepare for new occupational opportunities or to upgrade their knowledge and skills in their current employment. These opportunities are provided through single courses or a series of courses specifically designed for an occupation.

These courses are designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. They are offered to people in all technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Most occupational extension courses are developed and taught on request from a group or an employer. Courses are usually offered at a time and place convenient to the employee and/or employer. In 1991-92 there were 289,087 (21,890 FTE) enrollees in the occupational extension courses. Expenditures for occupational courses were $18,093,889 in 1991-92.

YEAR	ENROLLMENT	FULL-TIME EQUIVALENT STUDENTS
1987-88	244,254	17,062
1988-89	272,077	18,161
1989-90	290,636	20,243
1990-91	282,623	20,024
1991-92	289,087	21,890

COMMUNITY SERVICE/VISITING ARTIST PROGRAM Contact: Chuck Barham

Community service programs are designed to provide courses, seminars, and activities that (1) contribute to the community's overall cultural, civic and intellectual growth; and (2) assist adults in the development of new skills or the upgrading of existing ones in their avocational, academic, and practical skills areas.

Academic Courses are designed to serve the academic needs of adult citizens. Courses include humanities, mathematics and science, and social science.

Practical Skills Courses are designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation, but may supplement income or may reasonably lead to employment.

Avocational Courses are designed to focus on an individual's personal or leisure needs rather than their occupation.

Cultural and Civic Activities are provided by the colleges to meet community needs. These activities include lecture and concert series, art shows, seminars, and exhibitions.

Each college must address community service programs in the institutional effectiveness plans which are submitted annually to the Department of Community Colleges.

HUMAN RESOURCES DEVELOPMENT PROGRAM

Contact: Peggy Graham

The HRD program, which operates in 44 of the 58 community colleges in the NC Community College System, has since 1973 provided short-term prevocational training and counseling designed to help unemployed and underemployed adults successfully enter the work force or further training. HRD has proven to be an effective means of reducing welfare payments, unemployment and underemployment by making it possible for unemployed adults to become and remain productive employees. More than 89,620 North Carolinians have participated in the program since it began in 1973.

Students in an HRD program enroll for a period of instruction that averages six weeks. The curriculum focuses on training which helps students learn how to find and keep a job. This includes teaching students to assess their assets and limitations, develop their problem-solving and communication skills, develop a positive self-image, improve academic skills, and understand the dynamics of interpersonal relationships.

Two components of the HRD model are essential to each program's performance:

- Each student who completes an HRD class must receive 3, 6, and 12 month follow-up services. This requirement is to ensure that graduates continue to receive counseling and placement services for one year from the HRD staff and that sufficient data is available to calculate each program's performance.

- Each program's continued operation is determined in large part by the economic performance of program graduates. This success is gauged by annual performance calculations which determine increases in income and decreases in public assistance information for each HRD graduate. If a program fails to demonstrate its effectiveness for two successive years, it loses program funding.

Since 1975, 85,713 students have enrolled in HRD programs and over 72,973 program graduates have received follow-up services. Of those enrolling in the program, 69% completed the program of instruction. Placements for students completing the program include the following:

-50% placed in employment
-31% placed in further vocational training
- 9% placed in basic skills training (ABE, GED, or AHSD)
-90% total placed.

Since 1975, HRD programs have demonstrated the following cost effectiveness:

-Generated a total income increase of more than $137 million and decreased welfare payments by more than $19 million, giving the state a return of more than $2 for every $1 invested in the program.
-Provided training to 85,713 students at an average state cost of $578 per student.

EDUCATIONAL NETWORK (NC-EDNET) Contact: Parks Todd

The system's EDucational NETwork (NC-EDNET) is an audio and video telecommunications network that provides a distance education capability to each of the 58 colleges. It unites the community colleges into a partnership for the production, reception, and coordination of educational services delivered through telecommunications technology.

EDNET provides the following services to the N. C. Community College System:

The production of programming: Most of the emphasis is on interactive video teleconferences aimed at meeting the needs of students, faculty, staff, and administrators. The production work is done largely by students, staff, and faculty of the colleges, thereby saving money and providing valuable experience and training to our own people. The events are distributed via satellite to all 58 community colleges. Two NC-EDNET teleconferences have received national awards. NC-EDNET also produces short-course and supplementary video material and other projects for the department and the system. "Community College Report" is an every-other-month program of news and features from around the system. To the best of our knowledge, it is the only such program produced by a community college system in the nation.

The bulk purchase of programming and services: Under a "wholesale" contract negotiated with PBS and other distributors/producers in cooperation with the UNC Center for Public Television, NC-EDNET pays the license fee covering the 58 community colleges for over 200 PBS telecourses at a savings of more than $100,000 over what it would have cost the colleges under separate contracts. Nearly 4,000 students have enrolled in telecourses during the current academic year. A blanket license covering all community colleges for a production music service has been negotiated at substantial savings.

Assistance in developing local two-way video networks for distance learning: Although the educational community will still be using satellite technology and public broadcasting into the next century, the next advance in distance learning is two-way interactive video based on fiber optic technology. Three community colleges are interconnected, via the Vision Carolina networks and CONCERT, with each other and with the major research universities and medical centers throughout the state. They are also interconnected with several public schools in their service areas.

System Telecommunications Resources

In addition to the satellite system linking all community colleges and the Vision Carolina networks, the system has:

Thirteen (13) dedicated community cable channels that go into more than 255,000 homes.

Two high-power FM radio stations affiliated with National Public Radio and three low-power FM stations.

Approximately 25 video/TV studios.

Production capabilities ranging from broadcast quality at a few colleges to professional-level audio-visual capabilities at almost every college.

A distance learning system enables the total educational community to:

- Share instructional programs.
- Participate in interactive video teleconferences.
- Share expertise in order to improve production capabilities.
- Cooperate in the use of facilities and equipment.
- Realize savings through the bulk or wholesale purchase of licenses for programs and services.

PROFESSIONAL DEVELOPMENT Contact: Bob Allen &
James Wingate

The Commission on the Future recommended that a task force on professional development be appointed to evaluate the present staff development program delivered through the Department of Community Colleges, recommend what the future level and nature of that delivery should be, and study the need for additional staff development funds to be used according to a staff development plan prepared for each college (Recommendation #1 of the Commission's report). The task force should have broad representation from all sectors and report its findings to the State Board in 1993. Upon the President's recommendations, the Chairman appointed the following members to the Professional Development Task Force.

Jerry Owens, President Rockingham Community College (Chair)

David Sink, President, Blue Ridge Community College

Ronald Lingle, President, Coastal Carolina Community College

Cuyler Dunbar, President, Catawba Valley Community College

Donald Cameron, President, Guilford Technical Community College

Richard Holmes, Vice Pres., Piedmont Community College

Jonnie Simpson, Vice Pres., Brunswick Community College

Pat Toney, Dean, Sandhills Community College

Billie Meeks, Dean, Mitchell Community College

Harold Thompson, Director of Personnel, Fayettville Community College

Lois Denny, Associate Dean of Instruction, Sampson Community College

NEW AND EXPANDING INDUSTRY PROGRAM Contact: Joe Sturdivant

More than half of the Fortune 500 companies now have at least one manufacturing plant in North Carolina, and the state continues to enjoy one of the highest rates of industrial growth in the nation. These new companies, employing thousands of North Carolinians, consistently cite the N. C. Community College System's proven ability to train workers for jobs in new industries as one of their primary reasons for locating here.

Since 1963, the New and Expanding Industries program has trained more than 250,000 employees in skills needed by approximately 3,000 companies. It was the nation's first training program designed expressly to support industrial growth, and has served as a model for other states to follow. Its success can be measured in dollars and cents. In four of the last five years North Carolina has led the nation as the first choice in location of major new manufacturing facilities.

The training program, totally state-funded, is an incentive to industry to create more jobs in North Carolina. Traditionally, North Carolina has resisted some of the strategies used by other states in attracting industry, such as tax incentives and special financing. Instead, the state has elected to build its eminently successful development program on providing responsive and responsible services through such organizations as the community college system.

The New and Expanding Industries program is available to any new or expanding industry creating a minimum of 12 new jobs in North Carolina or to any prospective employee referred for training by the participating company or its employment agent.

The versatility of the program is its strongest point. Regardless of the company's location, size, product or service, one of the 58 institutions in the community college system will provide it with a custom-designed employee training program at virtually no cost to the company.

Through the New and Expanding Industries program, industrial training specialists are available to visit existing company operations and study the job skills, work schedules, production processes and other pertinent variables necessary in designing a training program suited specifically to that company's needs.

If the job can be defined, it can be arranged into a logical learning sequence and taught at the campus closest to the company, at the plant itself or in special facilities. Instructors may be provided by the college, selected from company ranks or recruited elsewhere. Employees may be hired before or after training.

Using state funds exclusively, the program provides for instructors' wages and travel expenses (even if the instructor is a company employee), for classroom materials, for a suitable training facility and for some non-salvageable production materials used in training.

This program for new and expanding industries will continue, as it has for more than 28 years, to reaffirm the basic commitment of the North Carolina Community College System to serving the business community with meaningful and effective training services.

New & Expanding Industry Training

Year	# of Projects	Total Expenditures	# of Trainees	Avg. Cost Per Trainee
1991-92	151	$5,484,869	15,738	$348.51
1990-91	140	$5,400,630	14,857	$363.51
1989-90	165	$7,828,250	16,807	$465.77
1988-89	149	8,938,463	16,833	531.01
1987-88	167	5,874,136	12,263	479.01

FOCUSED INDUSTRIAL TRAINING CENTERS Contact: Glynda Lawrence

As the state's traditional industries update their operations to take advantage of rapidly evolving technology, many of them turn to the N. C. Community College System for help in training their workers in the skills the new technologies demand. Since 1981 over 65,000 workers, in over 6,900 industries, have participated in the Focused Industrial Training (FIT) program.

FIT furnishes dedicated resources to the colleges to assess and address training needs in industry. To the extent that it uses grant funds not subject to the enrollment constraints typical of regular FTE-generated funds, FIT enlarges the colleges' response capacity to offer customized, small enrollment classes in skills critical to a particular company.

This year, for FIT activities, thirty-one colleges have been awarded an annual grant averaging $90,000. The department also maintains a "balance-of-state" fund that allows colleges that do not have a designated FIT Center to access on a project-by-project basis. These classes, primarily directed toward veteran workers in critical occupations who need to renew their skills and technical knowledge, are planned jointly by the sponsoring college and the participating industry to assure training is focused on the reality of each job.

Each FIT center is operated by a director who works directly with industry personnel to assess training needs and develop training programs tailored to those needs. They conduct and analyze surveys within companies, develop and administer pre- and post-training tests to evaluate skills, determine skill and knowledge content of jobs and organize that content into a learning sequence, then plan jointly training that cannot be addressed through other existing occupational programs.

Emphasis is placed on training employees involved in metalworking, industrial maintenance, production technologies, and other occupations critical to a company's operation.

Year	# of FIT Centers	# of Industries	Total # of Trainees	Total # of Skills Classes
1987-88	19	613	4,766	557
1988-89	24	883	6,559	707
1989-90	29	954	8,861	892
1990-91	29	794	8,906	1,027
1991-92	31	962	9,461	957
TOTAL		6,929	65,339	6,755

SMALL BUSINESS NETWORK Contact: Jean Overton

The North Carolina Community College Small Business Network was founded in 1983 in response to the growing needs of small businesses and entrepreneurs - a major economic factor in the state. There are Small Business Centers in place at 53 of the 58 community colleges.

The Small Business Centers (SBCs) function as a local, community-based resource to help actual or prospective entrepreneurs and owners of small businesses to plan and operate successfully.

The SBCs offer to entrepreneurs, both owners and employees, appropriate **courses, seminars and workshops**; **one-on-one consultation** on basic business issues; **referrals** to other agencies and sources of assistance; and a **resource library** of relevant publications, videos, audios and information.

The **mission** of the SBCs is to support job growth and economic development in the state by providing assistance which is focused on the small business community. The programs and services of the SBCs are primarily dedicated to the needs of the local business community.

RANGE OF SERVICES

-Entrepreneurial, technical and business-related educational programs
-Consultations and referrals
-Computer network linkages, data bases and bulletin boards
-Teleconferences and video replays
-Local and statewide partnerships
-Educational programs for employees
-Network of community-based, statewide, national and international linkages
-Walk-in resource and information center

STATISTICAL SUMMARY REPORT
SMALL BUSINESS CENTERS
1981-1992

Year	No. of Centers	Seminars/Workshops	Participants
1981-84*	8	123	3,296
1984-85	14	476	11,550
1985-86	20	563	13,556
1986-87	34	1,111	27,531
1987-88	40	1,368	32,654
1988-89	50	1,682	36,161
1989-90	50	1,979	43,736
1990-91	50	2,257	43,563
1991-92	53	2,254	45,981
TOTAL	--	**11,813**	**258,028**

Year	Counseling	Referrals	Total All Clients
1984	N/A	N/A	3,296
1984-85	1,779	1,338	14,667
1985-86	3,658	4,492	21,706
1986-87	4,751	3,371	35,653
1987-88	5,384	4,541	42,579
1988-89	7,389	5,508	49,058
1989-90	7,098	5,998	56,832
1990-91	4,816 (One-On-One session) 4,640 (Telephone session)	6,143	59,162
1991-92	4,993 (One-On-One session) 10,479 (Telephone session)	14,101	75,554
TOTAL	**54,987**	**45,492**	**358,507**

IN-PLANT TRAINING PROGRAM Contact: Glynda Lawrence

The in-plant training program enables the colleges to assist manufacturing, service, and/or governmental organizations with in-service training of their employees. This occupational extension training includes involvement in five areas: industry, business, health, government and agriculture. Training occurs in the facilities or at the site in which an organization normally operates, usually at the employee's assiged work station. This method of delivering skills training works very well for companies where it is not feasible to duplicate the training environment in an institutional setting.

Production industries continue to benefit most from in-plant training. On-the-job training continues to be utilized in all sectors for training of new hires and in the retraining of veteran workers.

YEAR	# OF ORGANIZATIONS SERVED	# OF TRAINEES
1987-88	332	6,011
1988-89	580	6,282
1989-90	188	12,537
1990-91	135	8,518
1991-92	205	9,575

JOB TRAINING PARTNERSHIP ACT Contact: Stephanie Deese

The JTPA program services section is responsible for the administration of the departmental Job Training Partnership Act (JTPA) program.

The JTPA is a federal law which was enacted in 1982 to provide funds to the states to support job training programs. It is a part of a long history of federal job training programs intended to help citizens keep pace with advancing technology and lead more productive lives. It differs from its predecessors in its strong emphasis on meeting the training needs and standards of the business community. At the same time, it offers education and training services to prepare eligible individuals, (i.e., persons who are 16 or older) and who are considered economically disadvantaged and/or who have certain barriers to employment, to become valuable employees of businesses in their communities. The services provided include basic education, training, counseling, support services, and screening for appropriate job placement.

The department annually receives a portion of the funds provided under the "Education Coordination and Grants" section (commonly referred to as the "8 percent funds) of the JTPA. These funds are utilized to promote coordination between the department and other state agencies involved in employment and training activities and to provide assistance to interested local community colleges and other local agencies similarly involved in such programs. In addition, the department receives program funds which are granted to select local colleges for the implementation of appropriate employment and training programs.

During the 1991-92 year the department has at its disposal $194,739 to support the state level coordination activities and $878,648 to support local innovative training/educational programs in the colleges.

COORDINATION ACTIVITIES

Activities to fulfill the section's responsibilities to assist in the coordination of employment and training programs on the local level have included the provision of technical assistance to the colleges in the community college system as they work with the local JTPA service delivery areas (SDAs) and private industry councils (PICs) which are the local entities for the implementation of JTPA programs. During the early years of the program, this technical assistance focused primarily on basic information; since the program has come of age, this technical assistance is now centered in the provision of more sophisticated information regarding the coordination of JTPA programs with the more traditional offerings within the community college system. In addition to on-site visitation by the sectional staff members, regional and statewide workshops are held periodically to assist in the transmission of this information.

In addition to the above and in an attempt to assure that coordination between the local community colleges and other agencies involved in employment and training activities takes place, the section via a request for proposal (RFP) process has historically required that the appropriate local

SDA and its PIC review and concur with proposed programs prior to submission of proposals to the department.

Coordination on the state level consists mainly of service by staff members serving on numerous and various committees and bodies concerned with employment and training. These committees include the State Job Training Council and its Interagency Coordinating Committee, Performance Evaluation Committee, Older Workers Committee, Welfare Reform Committee, the Department of Commerce's Rapid Response Team, the Department of Human Services' Welfare Reform Advisory Committee, the Interagency Transportation Review Committee, and others.

GRANTS PROGRAM ACTIVITIES

As in prior years, for the 1991-92 year, the section issued a request for proposals to the colleges in the system soliciting proposals to operate JTPA programs utilizing the education coordination and grants funds. Thirty-eight proposals were received, evaluated, and ranked. The State Board of Community Colleges has approved 34 separate projects in 32 local colleges utilizing the $878,648 available. These projects will serve approximately 2,000 participants.

In addition to providing the necessary technical assistance to the local colleges in the operation of the funded programs, the section conducts on-going program monitoring. This monitoring is aimed at assuring that individuals enrolled in the programs are eligible to receive services and that proper record and documentation of activities are retained by the local colleges.

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Contact: J.W. Eades

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational, training, and re-training skill competencies needed to work in a technologically advanced society.

The primary resources which are available for support of local federally assisted vocational education programs are provided under the Carl D. Perkins Vocational and Applied Technology Education Act. The N.C. Community College System receives one-third of the state's $32,913,027 grant or $10,969,912.

The most recent reauthorization is the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 which contains a number of changes from previous federal vocational education programs. These changes continue to affect the implementation of federally supported vocational education programs in the N.C. Community College System.

Changes in the Act **IMPORTANT: Take note of change #5.**

The Act:

1. requires that the federal funds provided under the Act be allocated to local community colleges by a formula that is different from the one used during previous years; it requires that the funds be distributed based upon the number of Pell Grant recipients in a local community college as a percentage of such recipients in the system; it also requires that no grant under this part be provided to any institution which would receive less that $50,000 under this formula distribution (this will have a negative impact on several community colleges in the N.C. system);

2. places major emphasis on the interpretation and mutual reinforcement of academic and vocational competencies with a special emphasis on technologies;

3. eliminates many of the fiscal constraints such as matching and excess cost requirements;

4. maintains a strong emphasis on special population groups (the handicapped, educationally and economically disadvantaged including individuals of limited English proficiency, individuals in programs designed to eliminate sex bias, and individuals in correctional institutions) while, at the same time, eliminating the categorical formula funding for the handicapped, disadvantaged and persons with limited English proficiency; and

5. promotes greater accountability by requiring the **MEASUREMENT OF STUDENT ACHIEVEMENT AGAINST A SET OF PERFORMANCE STANDARDS WHICH WERE IMPLEMENTED IN SEPTEMBER, 1992.**

CORRECTIONAL EDUCATION Contact: Chuck Barham

Correctional education includes classes offered by the North Carolina Community College System (CCS) to adult inmates incarcerated in correctional facilities operated by the Department of Correction (DOC).

Definition: Correctional education in N.C. "shall be for the purpose of providing basic skills, occupational continuing education, vocational, technical, and post-secondary academic education that enables inmates to enhance and maintain their personal growth and development in order that they function effectively in prison and upon returning to the community. All courses and programs provided through the CCS shall be appropriate to these purposes and shall not be designed for population control, therapy, recreation, production processes of the enterprise operations of the correction facility, or other purposes which may be legitimate objectives of DOC program efforts." (Oct. 22, 1992 Cooperative Agreement, p. 4)

State-level Planning and Coordination: In response to House Bill 50 (1987 General Assembly), the CCS and the DOC have developed a state correctional education plan to ensure that an educational program for inmates is provided at each state correctional facility. Courses and/or programs have been designed to reflect the definition of correctional education stated above and to support each unit's educational objectives. A DCC/DOC Interagency Committee plans and monitors correctional education programming in the state.

On October 22, 1992, a policy manual entitled Cooperative Agreement Between The North Carolina Department of Community Colleges and The North Carolina Department of Correction On The Programming Of Correctional Education went into effect, covering such items as the course approval process, funding, data reporting and student transcripts.

Programming: In academic year 1991-92, 34 community colleges offered curriculum-level instruction in N.C. correctional facilities. In that same year, 47 community colleges provided continuing education offerings (literacy, GED, etc.).

Correctional Education Enrollment for 1991-92:

Extension:	
Headcount (Duplicated)	39,001
Hours	2,300,143
FTE	3,267
Curriculum:	
Headcount (Duplicated)	24,341
Hours	2,084,965
FTE	2,962

(data from DCC Information Services reports CC517IMM.MP and CC507IMM.MP)

PROPRIETARY SCHOOLS LICENSURE

Contact: Neill McLeod

Proprietary schools are for-profit businesses which provide education and training. They may be privately owned, a partnership or corporation.

Under Article 8 of N.C.G.S. 115D, the State Board of Community Colleges is responsible for licensing certain proprietary business, technical, trade and correspondence schools in North Carolina. This responsibility was transferred from the State Board of Education by action of the General Assembly in 1987. This action was taken because the State Board of Community Colleges is often referred to as the "occupational board," and it and the system it governs possess the expertise to make informed decisions regarding business, technical, trade and correspondence school education.

The State Board of Community Colleges, along with four other state boards or agencies, is charged with regulating the proprietary school industry in North Carolina. Others include

Board of Barber Examiners - Barber Schools
Board of Cosmetic Arts - Beauty Schools
Department of Motor Vehicles - Truck Driving Schools
UNC Board of Governors - Degree Granting Programs

The initial licensing process consists of four phases and may take between four and six months because of the investigations and reviews required. To be licensed, proprietary schools must pay an initial licensing fee of $750, a renewal fee of $500 each year thereafter and meet the general requirements for licensing including standards for program and course offerings, facilities, financial stability, personnel, and operating practices.

Current Status of Licensed Schools

Licenses	36	
Schools	35	(Four schools hold a Business and Trade School License)
Business Schools	15	
	2	degree-granting with authority from UNC Board of Governors
	3	approved for Veterans
	14	accredited by Association of Independent Colleges and Schools, Washington, DC.
Trade Schools	18	
	0	approved for Veterans
	6	accredited by AICS or National Association of Trade and Technical Schools

(Continued next page)

Correspondence Schools	2
Technical Schools	1

Summary

Schools 36

20 accredited.
2 degree-granting.
12 owned by out-of-state corporations

19 unaccredited.
3 approved for Veterans
1 franchise

FIRE & RESCUE TRAINING SERVICES

Contact: Ken Farmer

The North Carolina Department of Community Colleges provides training to over 76,500 students who serve as both paid and volunteer fire fighters in the state. Training is provided in over 50 different subject areas. This training serves to improve the fire fighters' skills and education in areas such as basic firefighting to advanced management training. Service certification is provided in the areas of basic skills, public education, driver-operator, hazardous materials and arson investigation rescue, and instructional techniques. Several programs are now offered in speciality areas such as advanced rescue techniques, incident command, leadership and management training.

Training is delivered in local fire departments and community colleges. Classes are conducted during the day, evenings and on weekends to meet varing student needs. Eighteen regional training seminars are offered by various community colleges where classes are provided during a weekend for the accessibility of volunteer fire & rescue personnel.

All training is provided for without fees to members of local fire departments.

Fire Training Program Statistics: Class Hours, Students, and FTE

	Class Hours	Students	FTE
1987-88	39,176	57,807	1,079
1988-89	46,031	73,248	1,283
1989-90	48,888	82,530	1,278
1990-91	54,780	94,707	1,419
1991-92	43,957	76,591	1,238

III. Finance/Facilities/Equipment

A. Finance

1. Budget Overview III 1
2. Disposition of Funds III 3
3. Source of Funds III 4
4. Regular Program Cost by Purpose III 5
5. Description of State Level Expenditures III 6
6. Average Cost per FTE by Institution III

B. Facilities/Equipment/Off-Campus Facilities III 7

OVERVIEW OF COMMUNITY COLLEGE BUDGET PROCESS

Community Colleges are funded by the General Assembly based on the average number of full-time equivalent students (FTE) for the year which is converted to dollars by formula. The essential elements of this process are outlined below:

1) One student who takes 16 hours of class work for one quarter (or 11 weeks) generates 176 hours. If this same student attends classes for one year (4 quarters), the student would generate 704 hours which is equivalent to one annual FTE.

   1 Quarterly FTE = 16 hrs. X 11 wks. = 176 hours

   1 Annual FTE = 176 hrs. X 4 qts. = 704 hours

   In order for an institution to generate budget, approximately 21 FTE's must be generated before an instructional unit can be allocated. Each year the dollar amount for curriculum (credit) and extension (no-credit) changes depending on funds available.

2) The actual dollar amount paid to each institution by the state for each FTE earned is determined by the amount of money appropriated by the General Assembly for this purpose. Therefore, it varies from year to year. It is also different for FTE's earned by students in curriculum (degree or certificate) programs and continuting education or extension programs. (If the legislature fails to increase funding as enrollments increase, the institutions do not receive funds for the full number of FTE credits earned.)

3) FTE funds are to be used for current operating expenses such as instructional salaries, supplies and travel, administration, clerical and fiscal support, counselors, librarians, financial aid, placement and other personnel performing services for students. An average of 90-92 percent of these funds are used for salaries.

4) The majority of funds (90%) are allocated to the colleges based on applicable FTE formulas. Current operating funds are allotted based on FTE generated in the curriculum programs for the preceding academic year (Fall, Winter, Spring). Continuing Education funds are based on FTE earned in the previous Spring, Summer, Fall and Winter quarters. Continuing Education Programs include Occupational Extension and Literacy Education. Funds for Community Service Programs are allotted as a block grant and can be used only for community service programs. These programs do not generate budget FTE.

5) Funds allotted for educational equipment and library books are based on a weighted FTE formula. The previous calendar year's FTE, Winter, Spring, Summer, Fall, are used in determining the fund distribution. Funds allotted for these purposes cannot be transferred to other areas.

6) Funds set aside for the Human Resources Development Program are allotted by distributing one-third of the available funds for program maintenance, one-third for FTE earned, and one-third for performance earned back. These funds are restricted and cannot be used for other purposes.

7) The other State Aid funds are distributed based on either project proposals or some modified FTE formulas. Funds set-aside for categorical programming must be used for those purposes.

8) FTE funds may NOT be used for utilities (including telephone) or plant maintenance. These costs must be paid from local sources.

9) Some kinds of classes must be "self-supporting" if offered. That is, instructional costs of recreational courses must be paid from fees charged.

DISPOSITION OF FUNDS, YEAR ENDING JUNE 30, 1992

A. Payments to Colleges

1. Regular Programs	$377,719,949.50
2. Equipment and Books	20,197,727.03
3. Vocational Education-Special Projects	630,321.76
4. Adult Literacy Education-Special Projects	1,733,512.31
5. JTPA Programs	589,090.34
6. SLIAG Projects	520,766.61
7. State Board Reserve Projects	663,371.58
8. Special Allotments	944,782.74
9. Capital Improvement	2,879,900.69
Total Payments to Colleges	$405,879,422.56

B. State Level Expenditures

Direct Costs

1. General Administration	$ 1,968,284.28
2. Finance	4,138,128.03
3. Adult and Continuing Education	420,924.98
4. Program Services	2,877,699.83
5. Unallotted Expenses	3,985,415.23
6. Equipment	32,241.07
Total State Level Direct Costs	$ 13,422,693.42

Indirect Costs

1. Adult Basic Education-Homeless	$ 1,006.08
1. Adult Basic Education	$ 25,312.38
2. Vocational Education	17,615.21
3. JTPA	13,984.23
Total State Level Indirect Costs	$ 57,917.90
Total State Level Expenditures	$ 13,480,611.32

C. Unexpended Balances

1. State - Current Operations & Capital Outlay	$ 6,008,481.64
2. Capital Improvement	1,743,015.92
Total Unexpended Balances	$ 7,751,497.56
Total Expenditures and Balances	$427,111,531.44

SOURCE OF FUNDS, YEAR ENDING JUNE 30, 1992

A. Current Operations & Capital Outlay	
1. Appropriations	$343,483,802.00
2. Receipts	
a. College Receipts	$ 58,886,778.90
b. Gifts and Grants	100.00
c. ABE Homeless	418,604.79
d. Adult Education	5,101,594.42
e. Learning Disability	114,893.14
f. English Literacy	21,628.00
g. Reimbursement-Miscellaneous	2,106.78
h. Early Childhood Education	118,300.19
i. Employees on Loan	1,432.77
j. Vocational Education	8,788,506.22
k. Transfer-Indirect Cost	54,953.00
l. Transfer-26800	1,099,771.33
m. State Legalization Impact Assistance Grant	520,766.61
n. Job Training Partnership Act	777,877.40
o. Transfer-Prior Year	2,820,551.00
p. Motorcycle Training	182,744.47
q. Registration Fees	51,977.00
r. Sale of Equipment	3,000.00
s. Refund-Cape Fear	12,229.51
t. Refund-Prior Year	26,997.30
Total Receipts	$ 79,004,812.83
Total Current Operations & Capital Outlay	$422,488,614.83
B. Capital Improvements	
1. Balance July 1, 1991	$ 4,614,416.61
2. Appropriation	8,500.00
Total Capital Improvements	$ 4,622,916.61
Total Appropriations and Receipts	$427,111,531.44

REGULAR PROGRAM COST BY PURPOSE
YEAR ENDED JUNE 30, 1992

OBJECTS		EXPENDITURES		TOTAL COST	
10	GENERAL ADMINISTRATION				
	110 General Admin.	$ 23,353,907.99		6.18%	
	Total General Admin.		$ 23,353,907.99		6.18%
20	CURRICULUM INSTRUCTION				
	210 College Transfer	$ 27,683,568.69		7.33%	
	220 Technical Education	106,982,493.71		28.32%	
	230 Vocational Education	36,327,207.14		9.62%	
	240 General Education	7,835,216.84		2.07%	
	280 Curriculum Supervision	18,529,450.05		4.91%	
	Total Curriculum Instr.		$197,357,936.43		52.25%
30	NON-CURRICULUM INSTR.				
	310 Occupational Ext.	$ 18,093,888.60		4.79%	
	321 Adult Basic Educ.	14,023,566.04		3.71%	
	322 Adult High School/GED	6,248,290.79		1.65%	
	323 Compensatory Educ.	4,420,045.89		1.17%	
	331 Avocational Ext.	2,093,514.15		.55%	
	332 Practical Skills	923,791.57		.24%	
	333 Academic Extension	514,236.29		.14%	
	334 Visiting Artist	635,271.10		.17%	
	340 Non-Curr. Supervision	18,448,555.68		4.88%	
	350 Human Resource Devel.	3,596,855.93		.95%	
	360 New Industry Training	5,471,483.61		1.46%	
	370 Small Bus. Training	2,591,406.89		.69%	
	390 CED Special Project	793,823.59		.21%	
	Total Non-Curr. Instr.		$ 77,854,730.13		20.61%
40	LEARNING RESOURCES				
	410 Library	$ 12,557,254.27		3.33%	
	420 Individ. Inst. Ctr.	2,119,397.13		.56%	
	Total Learning Resources		$ 14,676,651.40		3.89%
92	STUDENT SERVICES				
	510 Student Services	$ 29,010,132.21		7.68%	
	520 Sin.Par./Displaced Hmks	1,641,600.91		.43%	
	Total Sudent Services		$ 30,651,733.12		8.11%
60	PLANT OPERATION & MAINTENANCE				
	610 Operation	$ 1,229,556.27		.33%	
	620 Maintenance	300,766.72		.08%	
	Total Plant Oper. & Maint.		$ 1,530,322.99		0.41%
70	GENERAL INSTITUTION				
	710 General Institution	$ 31,425,135.20		8.32%	
	730 Staff Development	869,532.24		.23%	
	Total General Institution		$ 32,294,667.44		8.55%
TOTAL CURRENT EXPENSE			$377,719,949.50		100.00%

DESCRIPTION OF STATE LEVEL EXPENDITURES

1. General Administration
   The funds expended in this area include the President's Office, Governmental Affairs, Board Affairs, Legal Affairs, Administration, Planning and Research, Program Audits, Personnel, Public Affairs.

2. Finance
   The funds expended in this area include Finance Administration, Auditing and Accounting, JTPA-Fiscal Administration, Departmental Services, Publications, Telecommunications, Facility and Property Services, Information Services, Institutional Services, and Library Services.

3. Adult and Continuing Education
   The funds expended in this area include Student Development Services, Enrollment Management, Student Progress, Student Support Services, and Student Access.

4. Program Services
   The funds expended in this area include Program Services Administration, Special Programs, Program Development Services, Professional Development, Employee Readiness, JTPA-Technical Assistance, Vocational Education, Sex Equity, Business and Industry Services, Exisiting Industry, Small Business Services, Basic Skills, Adult Basic Education, Adult High School/GED, and Special Populations Training.

5. Unallotted Expenses
   The funds expended represent payments at the state level for the benefit of the colleges and includes Worker's Compensation, Adult Basic Education, Unemployment Compensation, Liability Insurance, Diploma Nursing, GED Scoring, Focused Industrial Training-Textile School, Networking, Vocational Education, New Industry, Systemwide Projects, Small Business Export Outreach, and current operating funds transferred into fiscal year 1992-93.

6. Equipment
   The funds expended represent payments at the State Level for the benefit of the colleges and includes New Industry equipment, and freight and tax on books.

7. Indirect Costs
   Indirect costs are computed on direct current operating expenses allowable under the various Federal grants. The funds received for indirect cost are reverted to the State.

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Average Cost Per FTE Analysis
CURRENT OPERATING/112 REPORT EXPENDITURES
Year Ended June 30, 1992

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM (NOTE 1)	INSTRUCTION NON-CURRICULUM (NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLANT-OPER. &MAINTENANCE	GENERAL INSTITUTION	TOTAL EXPENDITURES
ALAMANCE CC	131.65	2,299.56	1,333.98	76.59	147.86	0.00	227.49	2,481.61
ANSON CC	326.23	2,540.88	2,429.50	159.84	347.28	0.00	283.68	3,609.36
ASHEVILLE-BUNCOMBE TCC	133.69	2,117.86	1,810.12	66.94	167.53	0.00	168.03	2,565.47
BEAUFORT CC	199.26	2,282.44	1,334.23	107.43	210.48	35.79	261.53	2,684.55
BLADEN TC	312.28	2,150.83	2,202.80	206.94	247.41	0.00	368.43	3,295.97
BLUE RIDGE CC	209.61	2,192.25	1,776.46	94.62	214.34	0.00	265.58	2,811.19
BRUNSWICK CC	244.35	2,052.05	1,420.40	95.90	216.25	0.00	252.59	2,515.33
CALDWELL CC &TI	163.69	2,127.50	1,743.09	115.89	205.06	0.00	239.27	2,732.77
CAPE FEAR CC	139.66	2,270.13	1,508.85	121.20	209.05	0.00	239.21	2,721.80
CARTERET CC	261.01	2,273.40	1,957.80	164.80	230.10	0.00	118.99	2,953.58
CATAWBA VALLEY CC	114.45	2,033.48	2,262.69	84.80	229.49	0.00	275.79	2,794.79
CENTRAL CAROLINA CC	119.20	2,461.08	1,539.97	117.67	178.68	64.27	155.01	2,695.40
CENTRAL PIEDMONT CC	135.35	2,001.11	2,047.41	134.44	265.21	0.00	322.28	2,865.37
CLEVELAND CC	236.96	2,208.54	1,622.89	130.12	167.94	0.00	232.70	2,764.86
COASTAL CAROLINA CC	111.56	2,051.28	1,737.16	81.84	220.49	0.00	206.44	2,585.68
COLLEGE OF THE ALBEMARLE	213.17	2,192.77	2,339.71	69.99	249.42	148.80	238.31	3,151.97
CRAVEN CC	148.23	2,030.88	1,584.35	91.15	240.05	0.00	245.79	2,639.05
DAVIDSON COUNTY CC	146.23	2,068.78	1,830.20	184.42	195.70	0.00	249.97	2,773.42
DURHAM TCC	166.13	2,057.30	2,583.15	62.00	260.23	0.00	344.49	3,041.50
EDGECOMBE CC	208.10	2,197.10	1,460.54	130.60	236.92	0.00	153.16	2,643.43
FAYETTEVILLE TCC	79.23	2,195.10	1,150.07	66.15	178.17	0.00	221.36	2,213.39
FORSYTH TCC	103.23	2,208.76	1,628.00	73.34	223.46	0.00	213.71	2,638.87
GASTON COLLEGE	122.63	2,124.20	2,382.96	98.14	225.67	0.00	213.06	2,802.44
GUILFORD TCC	127.64	2,170.95	1,792.30	78.08	232.61	0.00	195.34	2,697.13
HALIFAX CC	327.32	2,047.18	2,022.70	61.87	215.13	30.73	201.50	2,875.25
HAYWOOD CC	251.79	2,677.69	1,399.91	114.41	187.24	0.00	226.35	3,023.03
ISOTHERMAL CC	202.40	2,466.88	1,910.91	129.00	165.42	0.00	223.23	2,987.47
JAMES SPRUNT CC	261.08	2,331.81	2,217.73	78.04	261.44	0.00	336.43	3,239.35
JOHNSTON CC	104.47	1,991.14	1,773.07	101.48	170.41	0.00	128.12	2,427.76
LENOIR CC	124.26	2,116.43	1,772.57	85.03	280.89	52.45	227.14	2,752.62
MARTIN CC	273.87	2,348.41	2,352.40	117.49	283.18	133.81	313.98	3,472.27

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Average Cost Per FTE Analysis
CURRENT OPERATING/112 REPORT EXPENDITURES
Year Ended June 30, 1992

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM (NOTE 1)	INSTRUCTION NON-CURRICULUM (NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLANT-OPER. &MAINTENANCE	GENERAL INSTITUTION	TOTAL EXPENDITURES
MAYLAND CC	329.46	2,053.84	1,748.96	145.48	122.42	50.88	297.41	2,872.70
MCDOWELL TCC	282.80	2,209.11	1,996.95	100.85	294.43	0.00	313.12	3,114.85
MITCHELL CC	214.51	1,902.95	2,579.69	203.54	294.20	0.00	169.66	3,004.37
MONTGOMERY CC	389.29	2,204.09	1,828.86	142.81	290.97	0.00	283.56	3,211.67
NASH CC	269.89	2,189.64	1,643.16	90.77	254.77	0.00	242.54	2,845.12
PAMLICO CC	997.86	4,626.76	2,679.13	536.96	454.43	0.00	797.21	6,300.85
PIEDMONT CC	311.58	2,167.88	2,109.35	101.80	171.01	0.00	271.73	3,003.66
PITT CC	197.31	1,955.99	2,478.68	156.04	246.15	0.00	231.76	2,866.87
RANDOLPH CC	238.00	2,226.09	1,810.14	139.48	184.61	0.00	206.14	2,806.34
RICHMOND CC	174.44	1,952.37	1,405.36	160.23	266.18	0.00	255.14	2,514.16
ROANOKE-CHOWAN CC	183.06	2,044.13	2,113.86	164.98	284.12	112.46	442.10	3,257.50
ROBESON CC	139.65	2,263.90	1,608.91	119.42	207.81	0.00	197.23	2,604.43
ROCKINGHAM CC	151.72	2,149.08	2,005.69	86.83	239.89	0.00	246.11	2,833.21
ROWAN-CABARRUS CC	179.85	2,098.46	1,896.43	76.13	201.16	0.00	197.69	2,678.65
SAMPSON CC	237.98	2,320.49	1,563.24	99.98	252.00	0.00	242.96	2,819.45
SANDHILLS CC	181.02	2,230.53	1,775.57	105.65	221.66	0.00	201.38	2,808.76
SOUTHEASTERN CC	276.79	2,161.56	1,904.70	120.87	363.35	0.00	392.23	3,256.81
SOUTHWESTERN CC	315.80	1,940.68	1,918.00	149.47	223.80	88.52	217.29	2,929.23
STANLY CC	208.90	2,068.72	1,722.00	92.91	253.36	0.00	188.88	2,669.94
SURRY CC	141.02	2,132.32	2,035.90	87.22	175.53	0.00	156.81	2,670.15
TRI-COUNTY CC	426.61	2,232.91	1,959.14	155.59	303.27	59.74	277.66	3,379.22
VANCE-GRANVILLE CC	167.68	1,770.68	1,781.75	70.10	211.88	101.48	401.93	2,727.22
WAKE TCC	122.89	1,853.06	1,761.09	94.20	233.59	0.00	138.80	2,404.05
WAYNE CC	93.05	2,024.41	1,772.50	197.60	267.15	0.00	164.66	2,666.21
WESTERN PIEDMONT CC	266.84	2,330.12	1,709.76	118.83	171.09	0.00	238.50	2,904.13
WILKES CC	189.57	2,622.35	1,159.41	78.99	226.17	47.28	270.33	2,727.52
WILSON TCC	225.36	2,409.78	1,612.75	107.79	229.37	0.00	264.28	2,921.79
TOTAL	$217.44	$2,214.30	$1,853.60	$120.77	$232.89	$77.18	$252.69	$2,900.96

ALL AVERAGES (EXCEPT AS NOTED) ARE BASED ON FOUR QUARTER AVERAGES OF ALL FTE EARNED WITH THE EXCEPTION OF SELF SUPPORTING FTE.
NOTE 1: AVERAGES BASED ON CURRICULUM FTE ONLY.
NOTE 2: AVERAGES BASED ON EXTENSION FTE ONLY.

FACILITIES/EQUIPMENT

FACILITIES

Building Gross Square Footage	13.2 million
Number of Buildings	821
Building Value (replacement)	$ 883 million
Campus Acreage (Does not include off-campus facilities)	5269 acres
Learning Resource Center Book Volumes	1.89 million

State Appropriations, Capital Improvement:

1987-88	$ 25.7 million
1988-89	$ 23.7 million (1)
1989-90	$ 3.0 million (1)
1990-91	$ 0.1 million (1)
1991-92	$ 0.0 million (1)
1992-93	$ 0.9 million

EQUIPMENT

State equipment inventory (cost)	$ 180 million

State Appropriations:

1987-88	$ 18.8 million
1988-89	$ 18.8 million
1989-90	$ 13.8 million
1990-91	$ 18.8 million
1991-92	$ 13.8 million
1992-93	$ 13.8 million

Depreciation (unfunded acumulated)	$ 42.2 million

1. Does not include the following reverted funds:

1987-88	$ 0.2 million	1988-89	$ 5.9 million
1989-90	$ 1.6 million	1990-91	$ 2.9 million

OFF-CAMPUS FACILITIES

The following list includes the 58 community colleges and their respective off-campus facilities. These off-campus facilities are those considered "dedicated," meaning a community college has the predominate use and control of the space both day and night. Dedicated off-campus facilities include those for which a college has the title to or a long-term lease, or which have been made available for the college use. Dedicated facilities also include portions of a building such as one room or one floor.

CAMPUS/CENTER	TOWN
Alamance C.C.	Graham
Burlington Ctr.	Burlington
Cooperative Education Ctr.	Burlington
Cosmetic Arts Ctr.	Burlington
Anson C.C.	Polkton
Ansonville Ctr.	Ansonville
*Union Cty. Ctr.	Monroe
Wadesboro Ctr.	Wadesboro
Asheville-Buncombe T.C.C	Asheville
Madison Cty. Ctr.	Marshall
Beaufort County C.C.	Washington
Washington Cty. Ctr.	Plymouth
Bladen C.C.	Dublin
Kelly Ctr.	Kelly
Blue Ridge C.C.	Flat Rock
Transylvania Cty. Ctr.	Pisgah Forest
Brunswick C.C.	Supply
Southport Ctr.	Southport
Caldwell C.C. & T.I.	Hudson
Watauga Cty. Campus	Boone
Cape Fear C.C.	Wilmington
Pender Cty. Ctr.	Burgaw
Carteret C.C.	Morehead City
Cape Carteret Ctr.	Cape Carteret
Davis Ctr.	Davis
Catawba Valley C.C.	Hickory
Balls Creek Ctr.	Newton
Newton Ctr.	Newton
Taylorsville Ctr.	Taylorsville
Central Carolina C.C.	Sanford
Chatham Cty. Ctr.	Pittsboro
Harnett Cty. Ctr.	Lillington
Siler City Ctr.	Siler City
Small Business Ctr.	Dunn
Central Piedmont C.C.	Charlotte
Double Oaks Ctr.	Charlotte
North Area Learning Ctr.	Huntersville
South Area Learning Ctr.	Mathews
West Area Learning Ctr.	Charlotte
Cleveland C.C.	Shelby
Coastal Carolina C.C.	Jacksonville

College of the Albemarle	Elizabeth City
ABLE Ctr.	Elizabeth City
Chowan Cty. Ctr.	Edenton
Dare Cty. Campus	Manteo
Manteo Boat House	Manteo
Riverside Ext. Ctr.	Elizabeth City
Craven C.C.	New Bern
Havelock/Cherry Point Ctr.	Havelock
Learning Resource/Cosmetology Ctr.	Havelock
Davidson County C.C.	Lexington
Davie Cty. Ctr.	Mocksville
Durham T.C.C.	Durham
Northern Durham Ctr.	Durham
Edgecombe C.C.	Tarboro
Rocky Mount Ctr.	Rocky Mount
Fayetteville T.C.C.	Fayetteville
Army Education Ctr.	Fayetteville
Ramsey Street Annex	Fayetteville
Forsyth T.C.C.	Winston-Salem
Allied Health Bldg.	Winston-Salem
West Campus	Winston-Salem
Gaston College	Dallas
Dallas Learning Ctr.	Dallas
Eastridge Mall	Gastonia
Learning Ctr.	Lincolnton
Lincoln Cty. Ctr.	Lincolnton
Guilford T.C.C.	Jamestown
Aviation Ctr.	Greensboro
Greensboro Campus (Washington St.)	Greensboro
High Point Ctr.	High Point
Price School Ctr.	Greensboro
Small Business Assistance Ctr.	Greensboro
Halifax C.C.	Weldon
Haywood C.C.	Clyde
Continuing Education Ctr.	Clyde
HRD Ctr.	Clyde
High Tech. Ctr.	Waynesville
Isothermal C.C.	Spindale
Forest City Ctr.	Forest City
Polk Cty. Ctr.	Columbus
Rutherfordton Ctr.	Rutherfordton
James Sprunt C.C.	Kenansville
Chinquapin Ctr.	Chinquapin
Wallace Ctr.	Wallace
Warsaw Ctr.	Warsaw
Johnston C.C.	Smithfield
Lenoir C.C.	Kinston
Greene Cty. Ctr.	Snow Hill
Jones Cty. Ctr.	Trenton
Aviation Ctr.	Kinston
Martin C.C.	Williamston
Bertie Cty. Ctr.	Windsor
Martin Cty. Ctr.	Vicinity of Plymouth
Washington Cty. Ctr.	Roper

Mayland C.C.	Spruce Pine
Avery Cty. Ctr.	Newland
Yancey Cty. Ctr.	Burnsville
McDowell T.C.C.	Marion
Mitchell C.C.	Statesville
Mooresville Ctr.	Mooresville
Montgomery C.C.	Troy
Nash C.C.	Rocky Mount
Pamlico C.C.	Grantsboro
Piedmont C.C.	Roxboro
Caswell Cty. Ctr.	Yanceyville
Educational Opportunity Program	Roxboro
Pitt C.C.	Greenville
Arts & Recreation Ctr.	Ayden
Community Ctr.	Grifton
Kiwanis Bldg.	Winterville
Randolph C.C.	Asheboro
Archdale Ctr.	Archdale
Archdale Extension Ctr.	Archdale
Richmond C.C.	Hamlet
James Nursing Bldg.	Hamlet
Rockingham Ctr.	Rockingham
Scotland Cty. Ctr.	Laurinburg
Roanoke-Chowan C.C.	Ahoskie
Robeson C.C.	Lumberton
Emergency Training Ctr.	Lumberton
Pembroke Extension Ctr.	Pembroke
Rockingham C.C.	Wentworth
Rowan-Cabarrus C.C.	Salisbury
Cabarrus Cty. Campus	Concord
Corban Ctr.	Concord
Sampson C.C.	Clinton
Compensatory Education Ctr.	Clinton
Compensatory Education Ctr.	Newton
Cultural Ctr.	Clinton
Courthouse Annex	Clinton
Garland Community Ctr.	Garland
National Guard Armory Bldg.	Clinton
Roseboro Annex	Roseboro
Sandhills C.C.	Pinehurst
Hoke Cty. Ctr.	Raeford
Small Business Ctr.	Pinehurst
Southeastern C.C.	Whiteville
Buckhead Ctr.	Bolton
Southwestern C.C.	Sylva
Cherokee Indian Reservation Ctr.	Cherokee
Macon Cty. Ctr.	Franklin
Swain Cty. Ctr.	Bryson City
Stanly C.C.	Albemarle
*Union Cty. Ctr.	Monroe
Surry C.C.	Dobson
Learning Ctr.	Boonville
HRD/Learning Ctr.	Mount Airy
Tri-County C.C.	Murphy

Vance-Granville C.C.	Henderson
Franklin Cty. Ctr.	Louisburg
Granville Cty. Ctr.	Creedmoor
Warren Cty. Ctr.	Warrenton
Wake T.C.C.	Raleigh
Allied Health Ctr.	Raleigh
Hospitality Services Ctr.	Raleigh
Literacy Ctr.	Raleigh
Wayne C.C.	Goldsboro
Aviation Ctr.	Goldsboro
Western Piedmont C.C.	Morganton
Court House Square (HRD)	Morganton
East Burke Ctr.	Hildebran
Wilkes C.C.	Wilkesboro
Alleghany Ctr.	Sparta
Ashe Cty. Ctr.	Jefferson
Wilson T.C.C.	Wilson
Fire Training Facility	Wilson
Police Academy	Wilson

*Joint use by Anson and Stanly Community Colleges

IV. Student Data

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B. Extension Enrollment by Program Area IV 2
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D. Annual Enrollmnet by Race IV 4
E. Annual Enrollment by Residency Status IV 5
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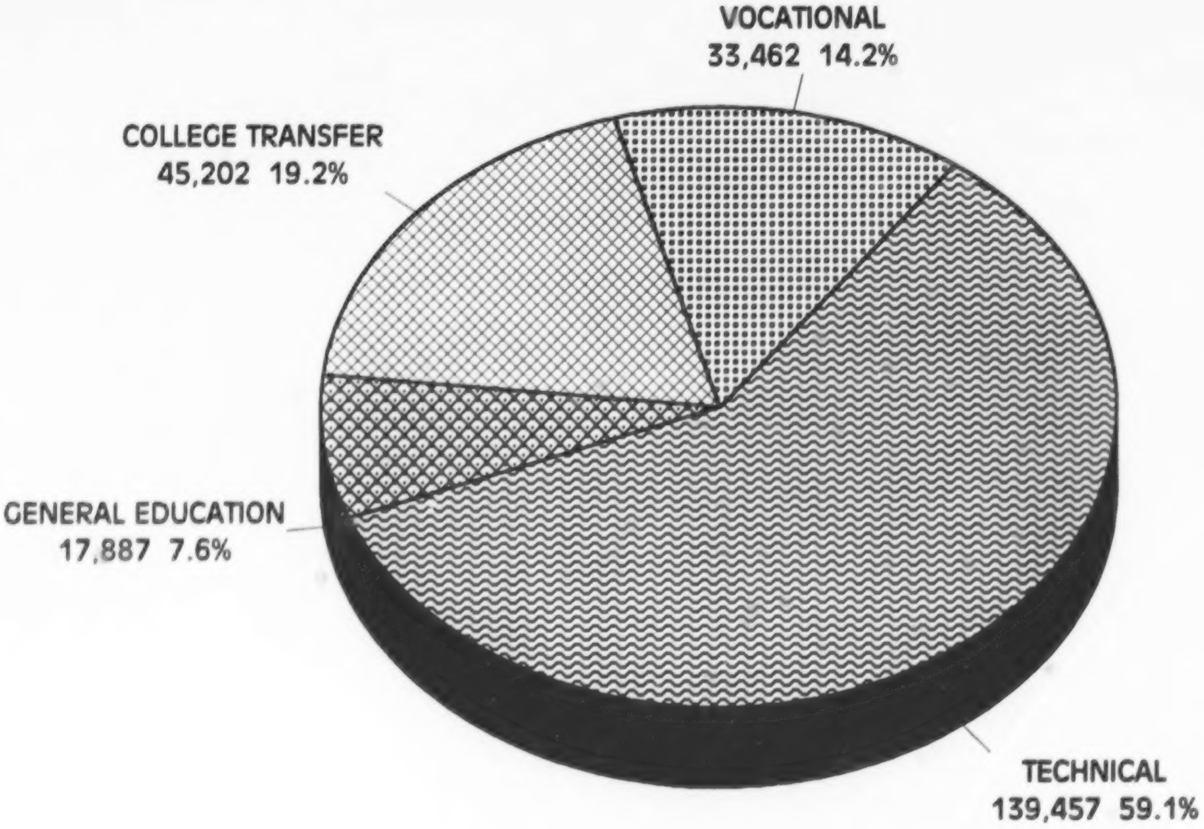
CURRICULUM ENROLLMENT BY PROGRAM AREA
1991-92

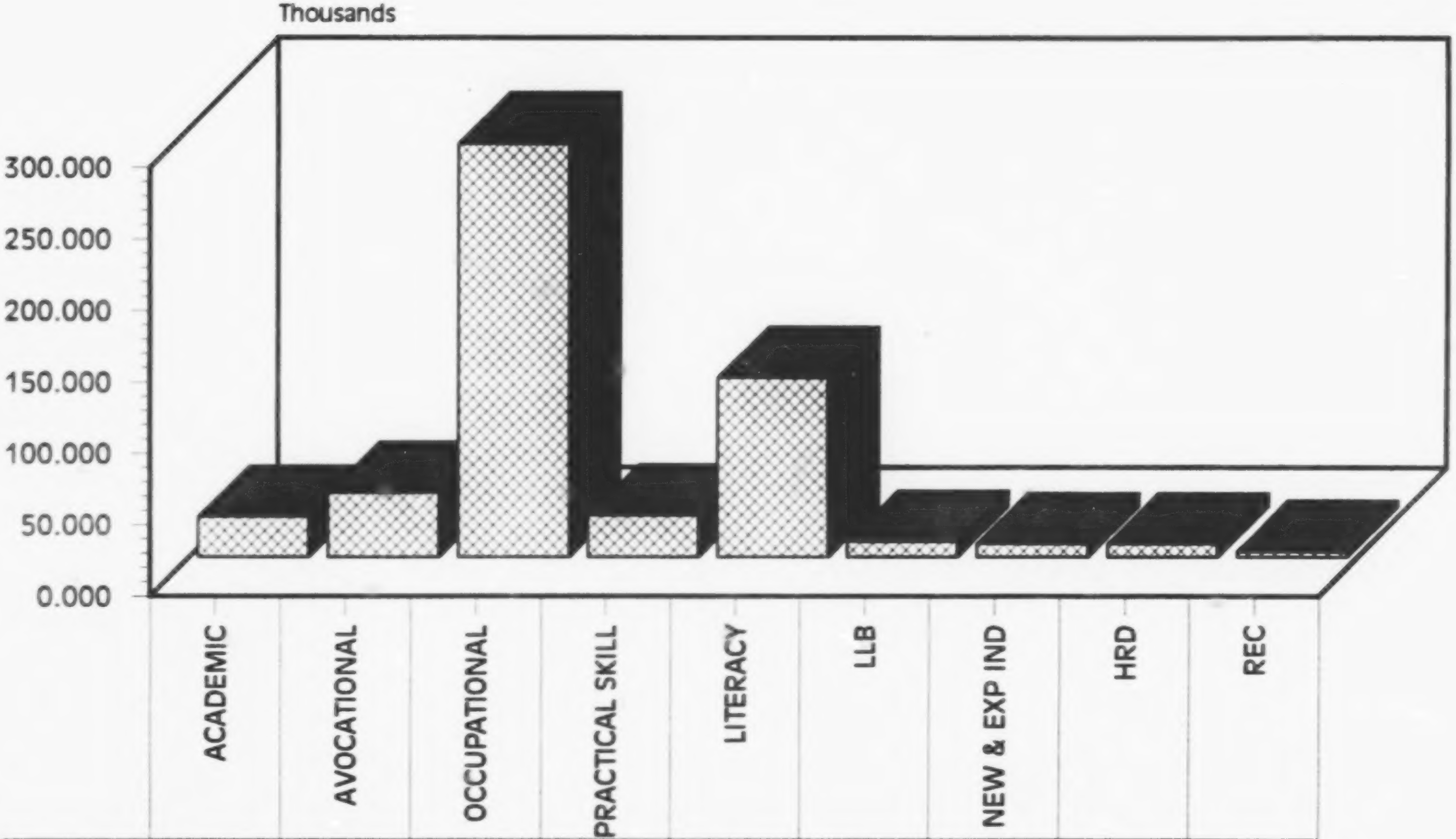


Source: North Carolina Department of Community Colleges
Information Services

EXTENSION ENROLLMENT BY PROGRAM AREA
1991-92 Unduplicated Headcount

NCCCS FACT BOOK

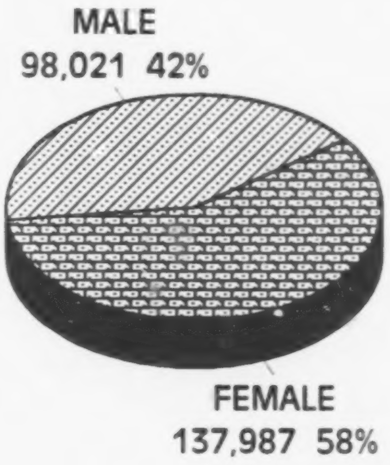
Date: 1/20/93
Section: Enrollment
Page: 2



	ACADEMIC	AVOCATIONAL	OCCUPATIONAL	PRACTICAL SKILL	LITERACY	LLB	NEW & EXP IND	HRD	REC
Series 1 ▨	28.348	45.040	289.087	29.162	125.660	10.715	9.076	9.212	3.891

Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY SEX
1991-92



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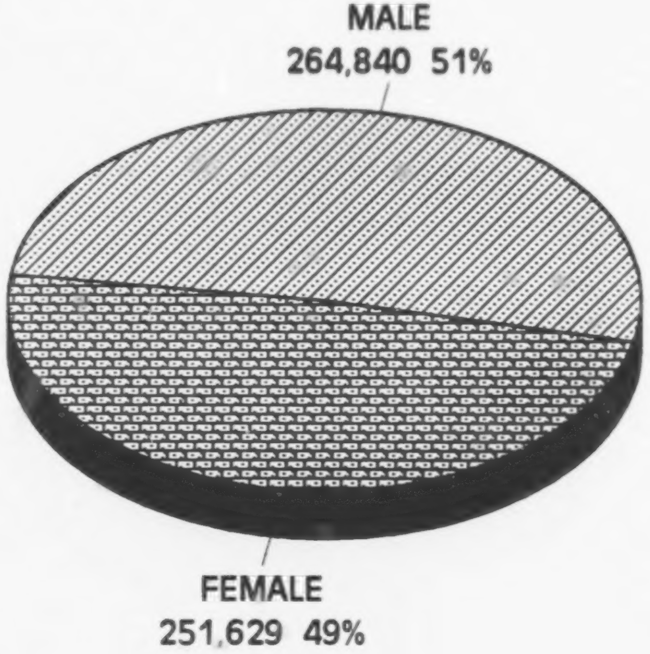
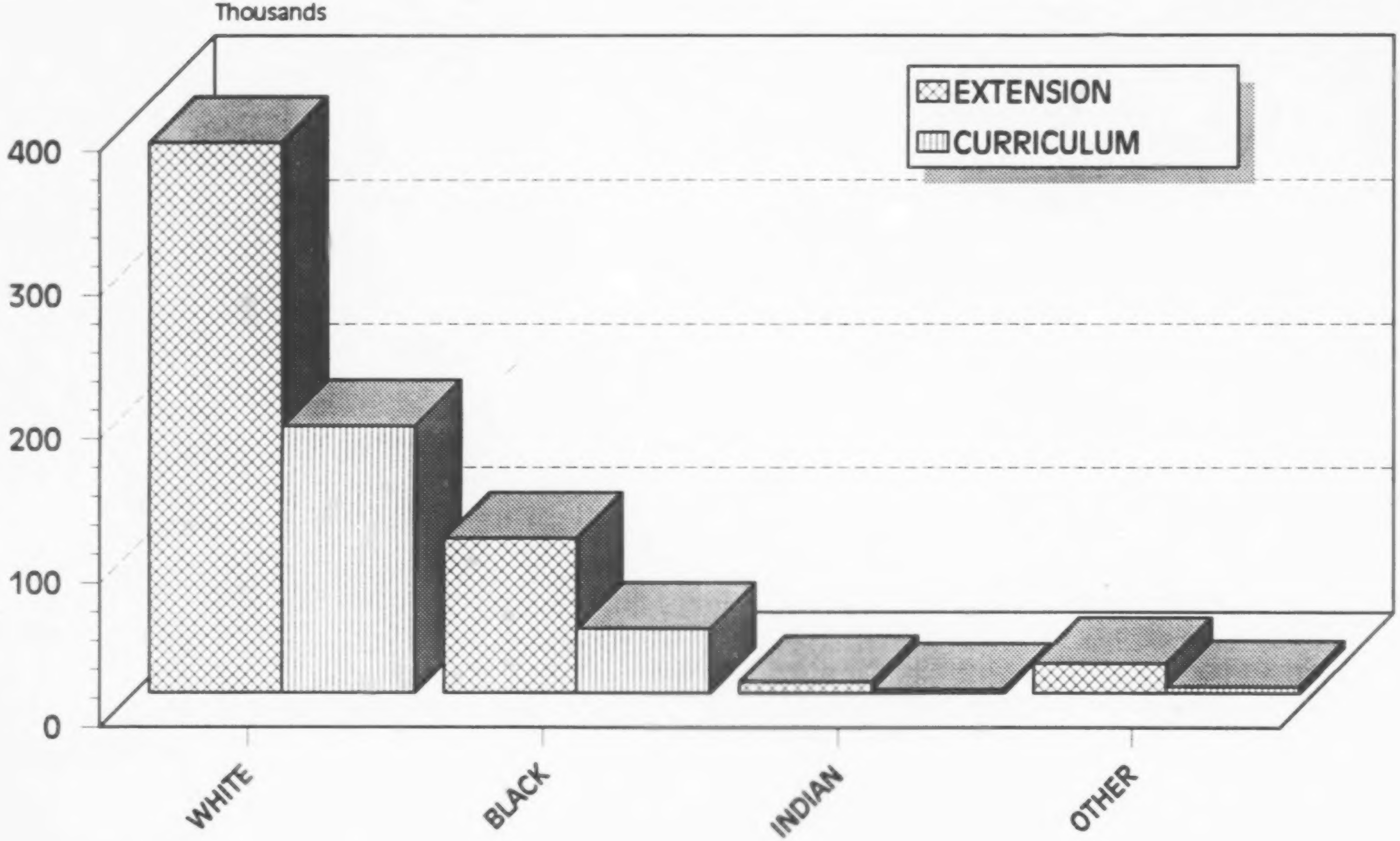


EXTENSION

Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY RACE
1991-92

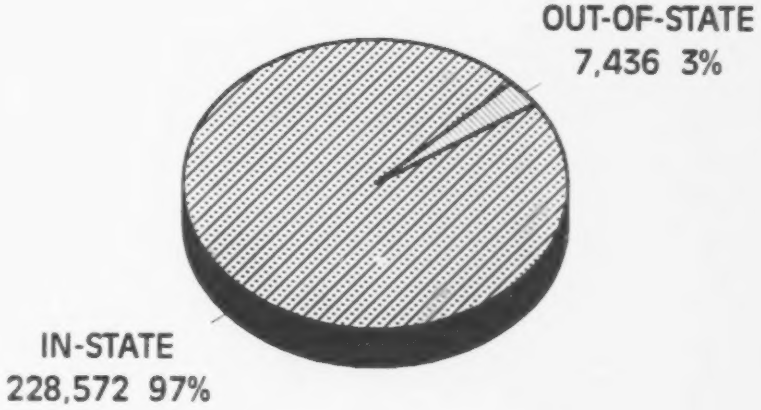


Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY RESIDENCY STATUS
1991-92

NCCCS FACT BOOK

Date: 1/20/93
Section: Enrollment
Page: 5



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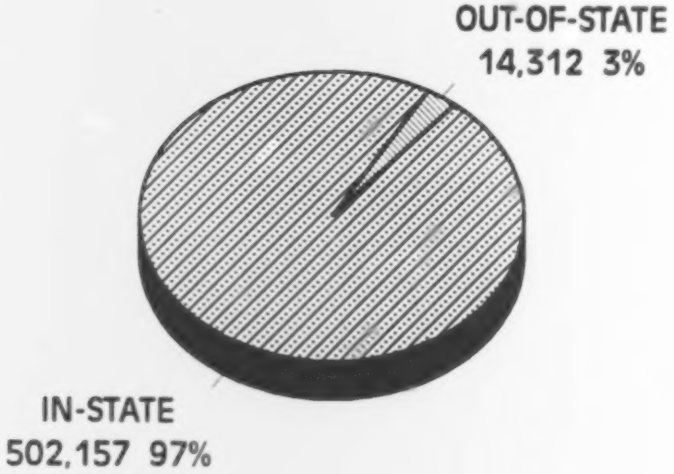
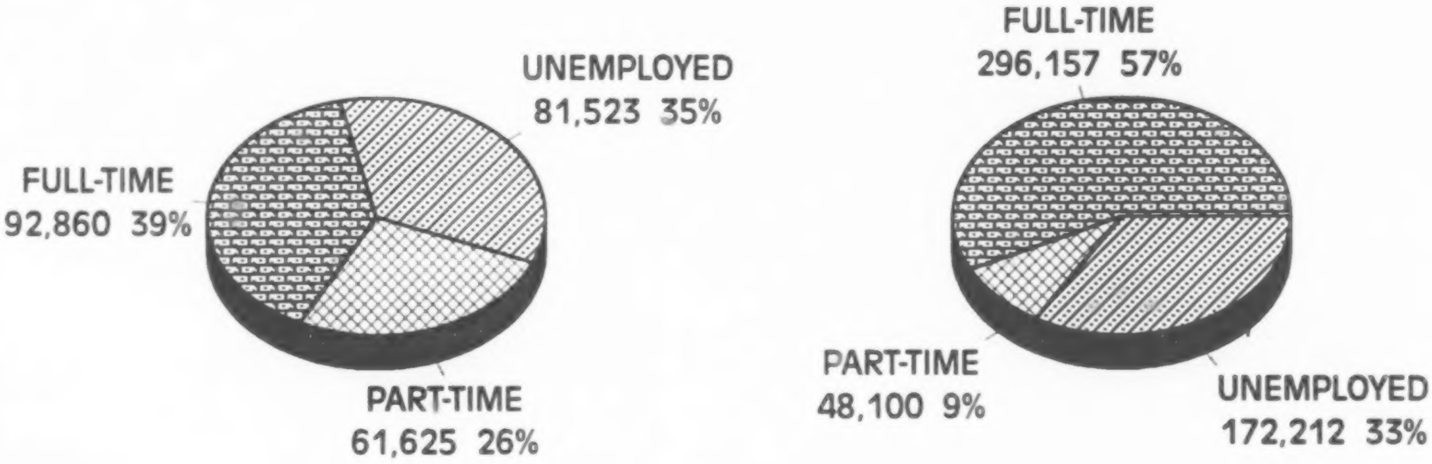


EXTENSION

Source: North Carolina Department of Community Colleges
Information Services

ANNUAL ENROLLMENT BY EMPLOYMENT STATUS
1991-92

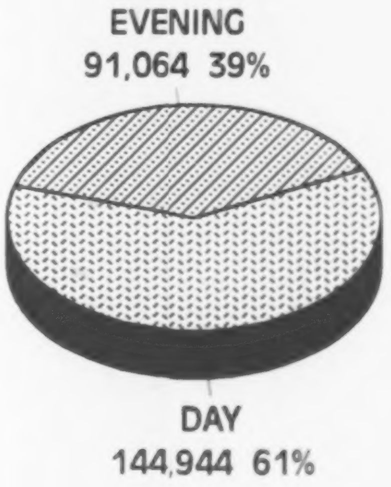


CURRICULUM

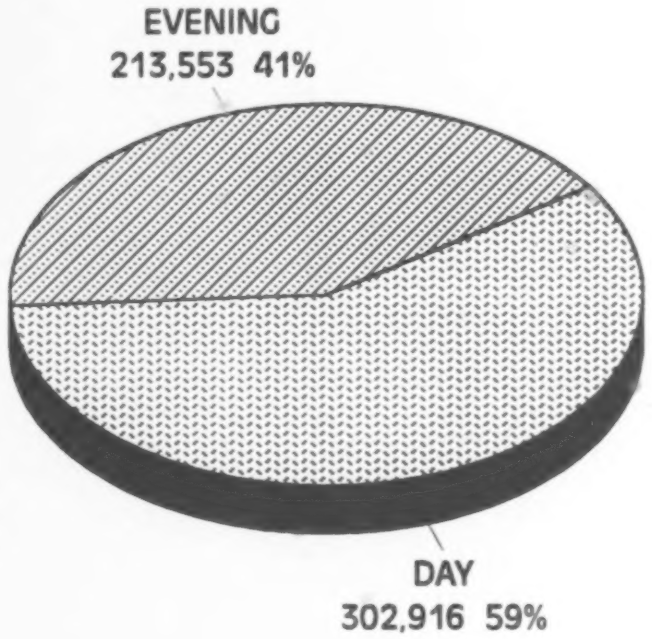
EXTENSION

Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY DAY/EVENING STATUS
1991-92



CURRICULUM



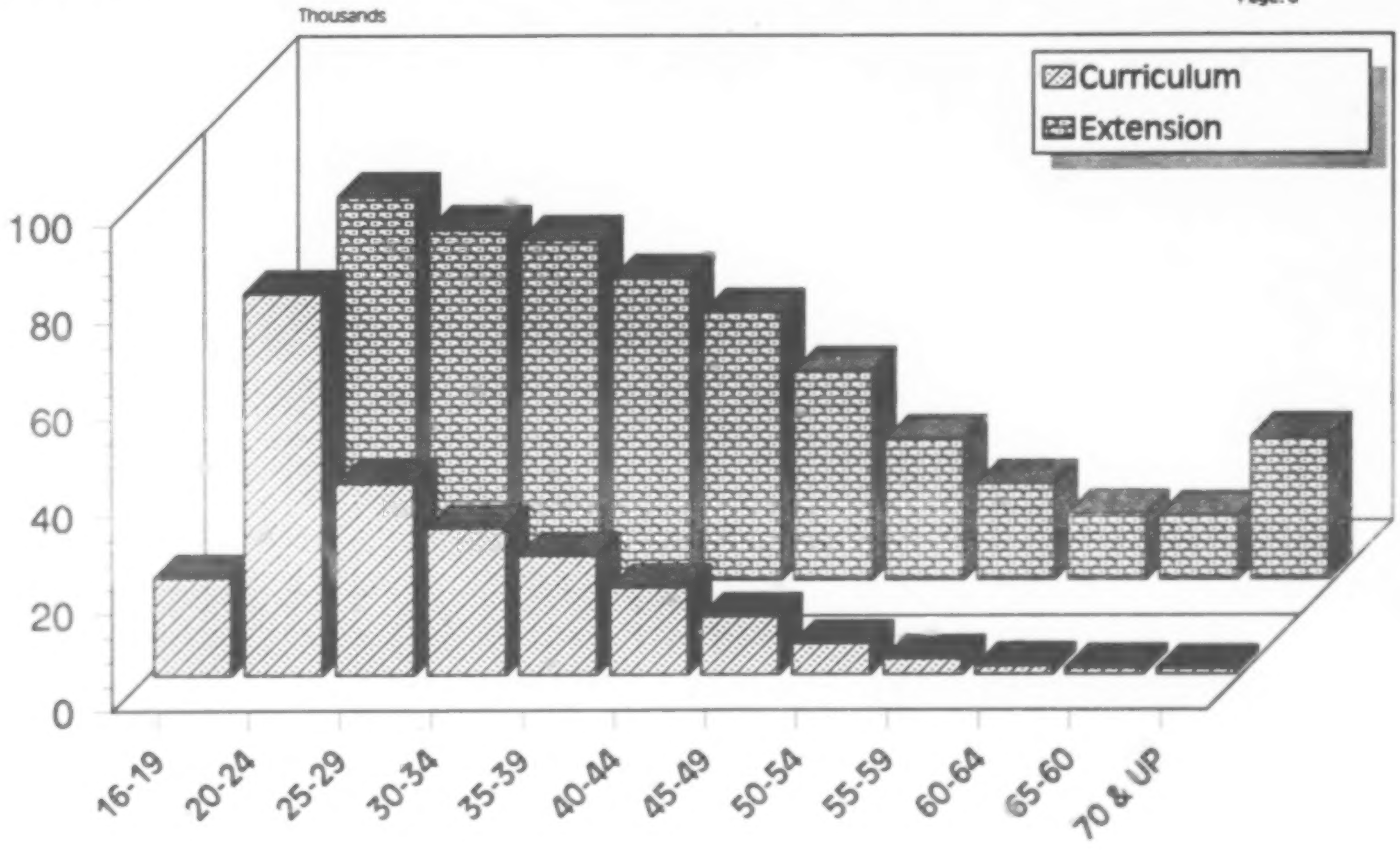
EXTENSION

Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY AGE GROUPS
1991-92

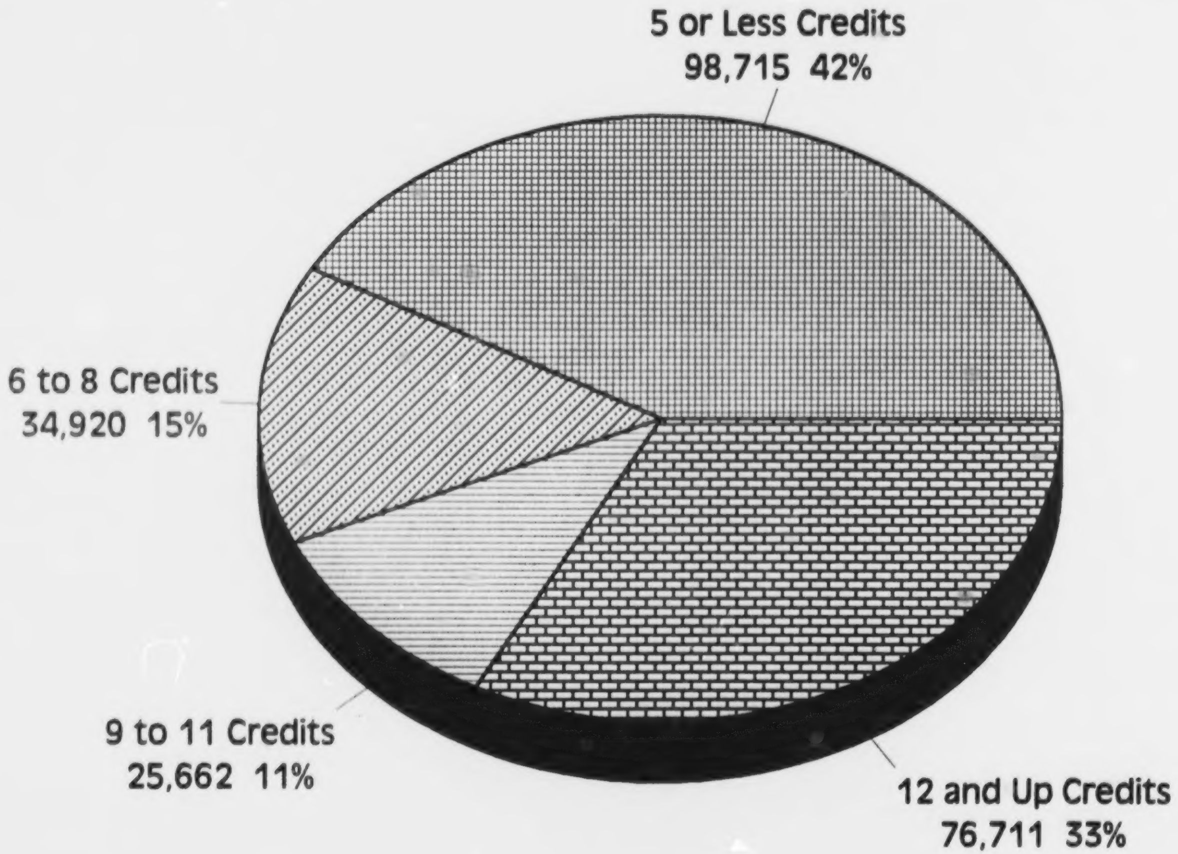
NCCCS FACT BOOK

Date: 1/20/93
Section: Enrollment
Page: 8



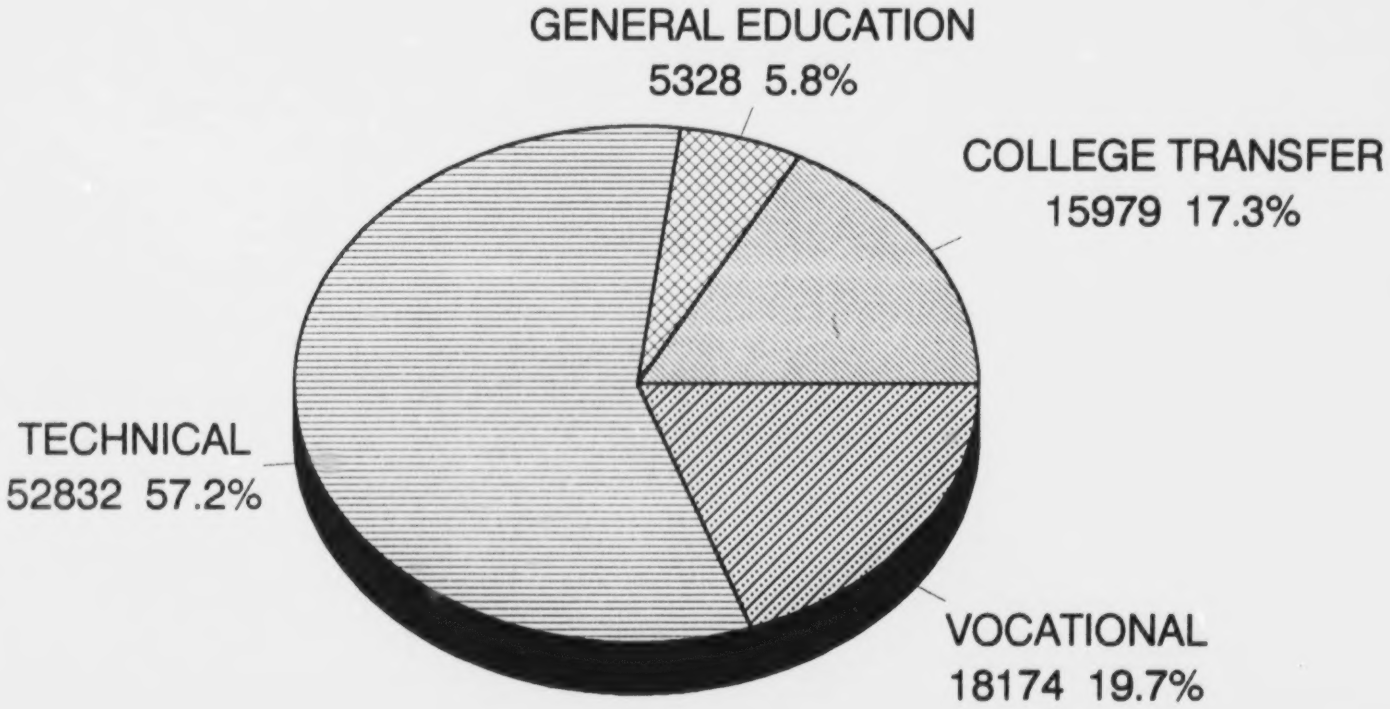
Source: North Carolina Department of Community Colleges
Information Services

CURRICULUM ENROLLMENT BY CREDIT HOURS
1991-92



Source: North Carolina Department of Community Colleges
Information Services

AVERAGE ANNUAL FTE BY CURRICULUM AREA
1991-92

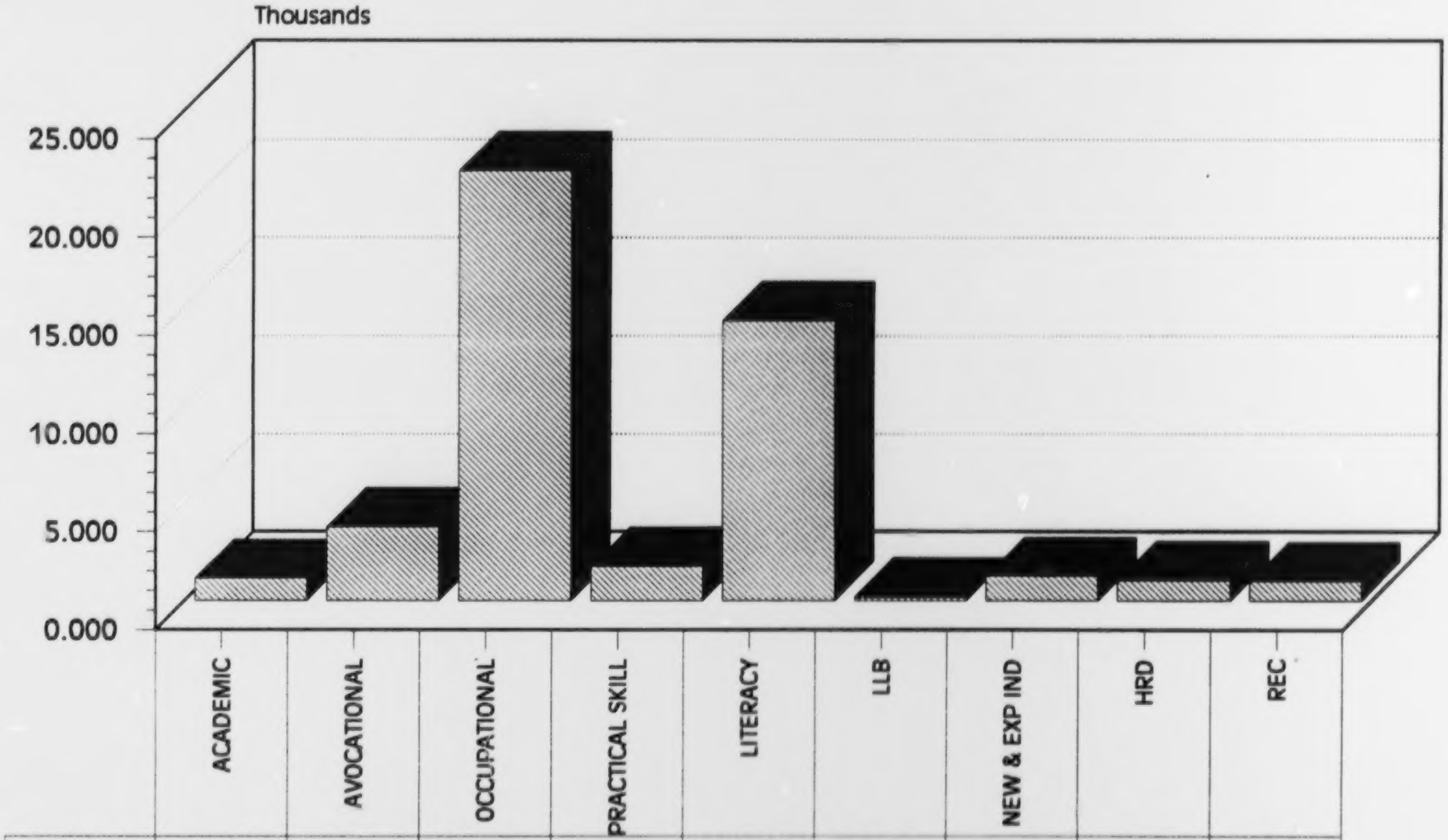


Source: North Carolina Department of Community Colleges
Information Services

AVERAGE ANNUAL EXTENSION FTE BY AREA
1991-92

NCCCS FACT BOOK

Date: 1/20/93
Section: Enrollment
Page: 11



	ACADEMIC	AVOCATIONAL	OCCUPATIONAL	PRACTICAL SKILL	LITERACY	LLB	NEW & EXP IND	HRD	REC
Series 1 ▨	1.123	3.751	21.890	1.740	14.271	0.171	1.238	1.030	0.986

Source: North Carolina Department of Community Colleges
Information Services

STUDENT COMPLETIONS BY PROGRAM
1991-92
CC869FCT

CURRICULUM CODE	CURRICULUM	TOTAL COMPLETIONS
V024	A/C, HEATING, & REFRIG	252
T036	A/C, HEATING, REFRI TEC	21
T016	ACCOUNTING	543
T109	AD FOR VOC INSTRUCTORS	10
V134	ADVANCED MACHINIST	1
T001	AGRICULTURAL BUS TECH	3
T126	AGRICULTURAL SCIENCE	1
V004	AIRFRAME & POW PLNT TEC	6
T193	ANIMAL CARE & MGMT TEC	1
T041	ARCHITECTURAL TECH	70
T059	ASSOC. DEGREE NURSING	748
C050	ASSOCIATE IN SCIENCE	13
V001	AUTO BODY REPAIR	106
V003	AUTO MECHANICS	241
T173	AUTOMATION/ROBOTICS TECH	12
T156	AUTOMOTIVE SERVICE TECH	13
T176	AUTOMOTIVE TECHNOLOGY	55
T082	AVIATION MAINT TECH	30
T081	AVIATION MGT & C PILOT	11
T112	BANKING AND FINANCE	32
T189	BASIC LAW ENFORCE TRNG	432
T158	BIOMEDICAL EQUIPMENT TEC	24
T186	BIOTECHNOLOGY	9
T150	BOOKKEEPING/CLERICAL	1
T024	BROADCASTING TECH	3
T027	BUILDING CONSTR TECH	5
T018	BUSINESS ADMINISTRATION	1,158
T022	BUSINESS COMPUTER PROG	674
V007	CARPENTRY & CABINET MAK.	75
T199	CHEMICAL ENGI TECH	6
T037	CHEMICAL TECHNOLOGY	5
V067	CHILD CARE WORKER	31
T038	CIVIL ENGINEERING TECH	81
V159	CLAY PRODUCTION CRAFTS	3
C301	COLLEGE SPECIAL STUDIES	2
T070	COM. ART & ADV. DES.	100
V138	COMMERCIAL & IND REFRIG	3
T068	COMMERCIAL GRAPHICS	42
T181	COMPUTER ENGI APPLI TECH	11
T040	COMPUTER ENGINEERING TEC	86
V012	COMPUTER OPERATIONS	81
T102	CORRECTIONAL SERVICES	26
V009	COSMETOLOGY	574
T028	COURT REPORTING	3

STUDENT COMPLETIONS BY PROGRAM
1991-92
CC869FCT

CURRICULUM CODE	CURRICULUM	TOTAL COMPLETIONS
T129	CRIM JUSTICE-PROTECT SER	258
T071	CULINARY TECHNOLOGY	11
T198	CUSTOMER SERVICE TECH	1
T188	DAIRY MANAGEMENT TECH	2
V129	DATA ENTRY OPERATIONS	31
V011	DENTAL ASSISTING	136
T054	DENTAL HYGIENE	105
T055	DENTAL LABORATORY TECH	13
T003	DIESEL & EQUIPMENT TECH	3
V147	DIESEL TRANS/EQUIP SYS.	8
V013	DIESEL VEHICLE MAINT.	32
V113	DIGITAL ELECTRON REPAIR	53
V015	DRAFTING-BUILDING	22
V017	DRAFTING-MECHANICAL	49
T140	DRUG & ALCOHOL TECH	4
T073	EARLY CHILDHOOD ASSOC.	183
T118	EDUCATION AIDE	1
V018	ELEC. INSTALL & MAINT	250
T044	ELECTRICAL ENGI TECH	27
T203	ELECTRODIAG TECHNICIAN	10
T039	ELECTROMECHANICAL TECH	29
V042	ELECTRONIC SERVICING	117
T045	ELECTRONICS ENGI TECH	436
T139	EMERGENCY MEDICAL SCI	37
T175	EQUINE TECHNOLOGY	10
V141	FACILITY SERV. TECHNIC.	25
V020	FARM MACHINERY MECH	2
T143	FASHION MERCHANDIS & MKT	23
T197	FINE & CREATIVE WOODWKG	3
T063	FIRE SCIENCE	18
T014	FISH AND WLDLFE MGT TEC	16
T012	FLORAL DES & COMM. HORT.	11
T074	FOODSERVICE MANAGEMENT	59
V053	FOODSERVICE SPECIALIST	39
T007	FOREST MANAGEMENT TECH	24
V163	FORESTRY SKILLS	1
T057	FUNERAL SERVICE ED.	12
T042	FURNITURE DFT & PROD DEV	4
V140	FURNITURE MACH OPERATION	32
V040	FURNITURE PROD ASST	1
T190	FURNITURE PROD SUPV TECH	1
T075	FURNITURE PRODUCTION	10
T165	GEN. OFFICE (TEC SPEC)	52
C024	GENERAL CURRICULUM	94

STUDENT COMPLETIONS BY PROGRAM
1991-92
CC869FCT

CURRICULUM CODE	CURRICULUM	TOTAL COMPLETIONS
G020	GENERAL EDUCATION	227
T114	GENERAL OCCUPATIONAL TECH	24
T033	GENERAL OFFICE TECH	225
V145	GERIATRIC CARE ASSISTING	11
V111	GERIATRIC CARE SPECIALIS	9
V022	GRAPHIC ARTS-PRINTING	12
T026	GRAPHIC ARTS-PRNT MGMT	4
V144	GREENHOUSE & GRNDS MGMT	10
V119	GUNSMITHING	27
V064	HEAVY EQUIP. OPERATOR	6
V026	HEAVY EQUIPMENT MECH	4
V146	HOMEMAKER/HOME HEALTH AI	5
T122	HORTICULT. & FRUIT PROD	2
T131	HORTICULTURE BUS TECH	8
T009	HORTICULTURE TECH.	36
V066	HOSPITAL WARD SECRETARY	35
T183	HOSPITALITY MGMT. TRNG.	9
T025	HOTEL & RESTAURANT MGMT	20
T136	HUMAN SERVICES TECH.	33
T212	IND ELECT/ELECTRO TECH	7
V054	IND ELECT/MOTOR & CONTRO	3
V028	IND MAINTENANCE	55
T119	IND MAINTENANCE TECH.	21
T153	IND SFTY SCRTY & HLTH MG	1
V124	INDUSTRIAL ELECTRICITY	20
V045	INDUSTRIAL ELECTRONICS	25
T047	INDUSTRIAL ENGI TECH	23
V033	INDUSTRIAL MECHANICS	22
T049	INDUSTRIAL MGMT TECH	84
V148	INDUSTRIAL PLANT MAINT	18
T048	INSTRUMENTATION TECH	37
T128	INSURANCE	5
T077	INTERIOR DESIGN	66
T185	INTERPRETER TRAINING	2
T167	JUVENILE JUSTICE	4
T184	LANDSCAPE GARDENING	25
T200	LASER/ELECTRO-OPTICS TEC	20
T064	LAW ENFORCEMENT TECH	96
T080	LIBRARY ASSISTANT	7
V029	LIGHT CONSTRUCTION	28
V027	LUMBER SPECIALIST	12
V032	MACHINIST	250
T121	MACHINIST TECHNOLOGY	7
T170	MANUFACT RESOURCES PLAN	4

STUDENT COMPLETIONS BY PROGRAM
1991-92
CC869FCT

CURRICULUM CODE	CURRICULUM	TOTAL COMPLETIONS
T205	MANUFACT SYSTEMS TECH	1
T050	MANUFACTURING ENG.	16
V034	MARINE & DIESEL MECHAN	7
T085	MARINE TECHNOLOGY	8
T020	MARKETING & RETLG TECH	113
V070	MASONRY	36
T043	MECHANICAL DFT & DES TEC	110
T051	MECHANICAL ENGINEER TECH	73
T053	MED. RECORDS TECHNOLOGY	9
T058	MEDICAL ASSISTING TEC	42
V031	MEDICAL ASSISTING VOC	69
T110	MEDICAL LABORATORY TECH	31
T180	MEDICAL SONOGRAPHY	5
T056	MENTAL HEALTH ASSOCIATE	19
V143	METAL ENGRAVING	6
T192	MICROCOMPUTER SYST TECHN	9
T174	MICROELECTRONICS TECH	2
V085	MOTORCYCLE MECHANICS	5
T104	NUCLEAR MEDICINE TECH	3
T116	NURSE ED OPT: AD W/ PRAC	355
V072	NURSING ASSISTANT	531
T142	OCCUP. THERAPY ASST.	8
V108	OPTICAL LAB MECHANICS	2
T060	OPTICIANRY	19
V074	OUTBOARD MOTOR REPAIR	6
V130	PACKAGING MACHINERY SERV	3
T120	PARALEGAL TECHNOLOGY	204
T008	PARK & OUTDOOR REC RES	1
T202	PERSONNEL MGMT TECH	1
T161	PHARMACY TECHNOLOGY	49
T132	PHOTOFINISHING SPEC TECH	9
T069	PHOTOGRAPHY TECH	34
T062	PHYSICAL THERAPIST ASST.	37
T191	PHYSIO-FITNESS & HLT TEC	3
V118	PIANO TUNING & REPAIR	4
V037	PLUMBING & PIPEFITTING	42
T141	POSTAL SERVICE TECH.	9
V023	POTTERY PRODUCTION	1
T010	POULTRY AND LIVESTK TECH	10
V156	PRACTICAL AUTO MECHANICS	13
V153	PRACTICAL CARPENTRY	1
V152	PRACTICAL ELECTR LINEMAN	3
V154	PRACTICAL ELECTR WIRING	32
V158	PRACTICAL FOODSERVICE	36

STUDENT COMPLETIONS BY PROGRAM
1991-92
CC869FCT

CURRICULUM CODE	CURRICULUM	TOTAL COMPLETIONS
V151	PRACTICAL MASONRY	21
V038	PRACTICAL NURSING	396
V149	PRACTICAL PLUMBING	10
V150	PRACTICAL WELDING	20
C001	PRE-AGRICULTURE	1
C003	PRE-ART	16
C004	PRE-BUSINESS - ADMIN	97
C040	PRE-COMPUTER SCIENCE	5
C037	PRE-CRIMINAL JUSTICE	1
C005	PRE-DENTAL	2
C006	PRE-DRAMA	8
C035	PRE-EARLY CHILDHOOD ED	5
C007	PRE-ENGINEERING	22
C008	PRE-FORESTRY	1
C009	PRE-JOURNALISM	2
C010	PRE-LAW	3
C011	PRE-LIBERAL ARTS	603
C012	PRE-MATHEMATICS	9
C013	PRE-MEDICAL	2
C014	PRE-MINISTERIAL	2
C015	PRE-MUSIC	5
C023	PRE-NURSING	3
C017	PRE-PHARMACY	3
C022	PRE-PHYSICAL THERAPY	1
C029	PRE-RECREATIONAL	1
C018	PRE-SCIENCE	76
C019	PRE-SOCIAL WORK	12
C020	PRE-TEACHING - ELEM	41
C028	PRE-TEACHING - SEC	16
C021	PRE-VETERINARY MED	1
C042	PRE-VISUAL ARTS	2
T146	PUBLIC ADMINISTRATION	11
V043	RADIO & TV BROADCASTING	26
T179	RADIO/TV BROADCAST TECH	7
T061	RADIOLOGIC TECH (RADPHY)	131
T127	REAL ESTATE	5
T166	REAL ESTATE (TEC SPEC)	1
T094	RECREATION ASSOCIATE	15
T011	RECREATIONAL GRND. MGT.	15
V112	RES CARPENTRY & PRESERV	8
T091	RESPIRATORY CARE TECH	92
V132	RETAIL FLORICULTURE	4
V041	SAW FILER	8
V025	SAWYER	5

STUDENT COMPLETIONS BY PROGRAM
1991-92
CC869FCT

CURRICULUM CODE	CURRICULUM	TOTAL COMPLETIONS
T029	SECRETARIAL-ENG & TECH	2
T030	SECRETARIAL-EXECUTIVE	270
T031	SECRETARIAL-LEGAL	23
T032	SECRETARIAL-MEDICAL	68
V077	SMALL ENG & EQUIP REPAIR	25
T107	SOCIAL SERVICE ASSOC.	34
T151	SPECIAL EDUCATION ASSOC.	8
V071	SURGICAL TECH.	41
T125	SURVEYING TECHNOLOGY	14
V061	TAXIDERMY	21
V088	TEACHER AIDE	19
T088	TEACHER ASSOCIATE	21
T065	TELEPHONY (TECH SPEC)	36
T083	THERAPEUTIC RECREATION	3
V048	TOOL & DIE	43
T034	TRAFFIC AND TRANS.	17
T182	TRAVEL & TOURISM TECH	3
V083	TRUCK DRIVER TRAINING	284
V082	UPHOLSTERING	30
V084	UPHOLSTERY CUT/SEW	20
V090	VENDING MACHINE MAINT.	2
T004	VETERINARY MEDICAL TECH	18
V050	WELDING	161
V162	WOOD PRODUCTION CRAFTS	4
T015	WOOD PRODUCTS	3
	TOTAL	14,270

SOURCE: NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
INFORMATION SERVICES

TABLE 1
STUDENT ENROLLMENT BY COLLEGE 1991-92
(UNDUPLICATED HEADCOUNT)

	CURRICULUM PROGRAMS					EXTENSION PROGRAMS													
										LITERACY									
COLLEGES	COLL TRAN	GEN. EDUC	TECHNICAL	VOCATIONAL	CURR. SUBTOTAL	ACADEMIC	AVOCATIONAL	OCCUPATIONAL	PRACT SKILL	ABE	GED AHS	CED	* LITERACY TOTAL	LRN LAB	NEW& EXP. IND.	HRD	SELF SUPP	** EXT. SUBTOTAL	TOTAL
ALAMANCE CC	0	893	4594	650	6137	687	1498	6261	690	1527	903	306	2377	0	333	78	0	11091	17228
ANSON CC	0	104	953	477	1534	107	242	2856	68	1012	84	32	1111	0	0	52	0	4311	5845
ASHEVILLE-BUNCOMBETCC	689	0	5076	505	6270	826	1472	6724	1055	1121	1785	204	2883	0	58	457	56	12918	19188
BEAUFORT COUNTY CC	456	0	1075	393	1924	187	875	3674	157	690	431	134	1154	96	0	0	0	5767	7691
BLADEN CC	0	371	232	556	1159	81	227	907	161	307	122	40	452	77	0	260	0	1830	2989
BLUE RIDGE CC	586	0	1310	650	2546	1038	912	3214	345	745	824	156	1643	159	23	127	37	6830	9376
BRUNSWICK CC	0	299	642	410	1351	78	754	2556	231	150	326	78	537	36	175	0	0	4149	5500
CALDWELL CC & TI	1899	0	1863	637	4399	170	524	4362	2105	1540	1261	120	2647	0	0	165	33	9541	13940
CAPE FEAR CC	0	1458	2507	536	4501	280	990	6117	4774	942	693	95	1711	214	29	177	0	13768	18269
CARTERET CC	0	507	1489	481	2477	311	540	3917	191	295	509	118	861	430	0	0	0	5823	8300
CATAWBA VALLEY CC	864	1	4274	563	5707	660	1728	7147	1155	2036	773	160	2740	0	26	11	0	12689	18396
CENTRAL CAROLINA CC	0	732	3067	906	4705	806	1347	6159	684	2907	1165	224	4024	275	436	0	0	12767	17472
CENTRAL PIEDMONT CC	7572	4882	14495	2734	29683	3622	2210	16221	1257	3320	3210	365	6478	1514	1490	438	598	32418	62101
CLEVELAND CC	729	122	1355	868	3074	218	939	2267	398	463	1254	120	1764	95	69	35	0	5469	8543
COASTAL CAROLINA CC	3643	0	2174	673	6490	386	458	8092	442	1780	1356	61	2892	976	323	0	25	12875	19365
COLLEGE OF ALBEMARLE	1007	45	1468	344	2864	235	450	2779	328	963	577	60	1549	0	0	0	0	5227	8091
CRAVEN CC	1613	268	1666	513	4060	158	1014	4556	266	314	909	123	1267	176	99	0	23	7232	11292
DAVIDSON COUNTY CC	1079	0	1915	600	3594	288	916	6778	404	1289	1374	92	2617	0	15	803	48	10989	14583
DURHAM TCC	1351	33	6120	564	8068	943	539	7398	358	2761	1417	298	4280	0	238	0	0	13361	21429
EDGECOMBE CC	358	1	2237	437	3033	329	369	2696	275	1402	1263	89	2497	0	30	116	0	5698	8731
FAYETTEVILLE TCC	0	1246	5681	701	7628	1555	2188	19737	1078	3687	1692	249	5344	0	123	369	0	29247	36875
FORSYTH TCC	435	9	7212	546	8202	758	1848	8407	754	1490	1950	273	3620	0	316	0	145	15225	23427
GASTON COLLEGE	2419	0	3193	661	6273	544	837	5713	1986	2297	1482	136	3255	1056	13	408	0	12492	18765
GUILFORD TCC	1164	2229	6620	869	10682	1056	2798	13247	1608	2962	1591	414	4446	0	960	397	334	23935	34817
HALIFAX CC	517	0	911	551	1979	80	359	3600	105	1231	237	37	1450	54	0	62	0	5598	7577
HAYWOOD CC	0	391	1361	412	2164	73	479	1939	332	212	195	108	500	63	257	94	0	3539	5703
ISOTHERMAL CC	1055	0	1309	473	2836	611	917	3757	467	656	1219	166	1923	0	117	198	924	8249	11085
JAMES SPRUNT CC	329	269	658	423	1679	20	210	2072	130	902	287	67	1178	0	11	94	14	3613	5292
JOHNSTON CC	0	782	1865	1722	4369	208	624	5808	115	824	789	172	1676	1574	201	111	52	9794	14163
LENOIR CC	1322	0	1617	438	3377	174	519	4060	545	2376	645	423	3032	13	146	369	10	8363	11740

TABLE 1
STUDENT ENROLLMENT BY COLLEGE 1991-92
(UNDUPLICATED HEADCOUNT)

	CURRICULUM PROGRAMS					EXTENSION PROGRAMS													
										LITERACY									
COLLEGES	COLL TRAN	GEN. EDUC	TECH-NICAL	VOCA-TIONAL	CURR. SUB-TOTAL	ACA-DEMIC	AVOCA-TIONAL	OCCUPA TIONAL	PRACT SKILL	ABE	GED AHS	CED	* LIT-ERACY: TOTAL	LRN LAB	NEW& EXP. IND.	HRD	SELF SUPP	** EXT. SUB-TOTAL	TOTAL
MARTIN CC	197	45	641	285	1168	496	434	1667	81	838	257	60	1113	0	0	51	29	3643	4811
MAYLAND CC	0	281	922	430	1633	167	428	3040	117	1232	213	111	1486	14	0	227	194	5201	6834
MCDOWELL TCC	0	387	626	367	1380	149	307	2518	67	537	151	198	837	11	58	259	0	4024	5404
MITCHELL CC	1090	0	1095	231	2416	517	666	4084	153	1504	692	109	2133	247	314	0	33	7540	9956
MONTGOMERY CC	0	68	469	533	1070	158	214	1412	15	431	265	28	703	40	0	10	0	2354	3424
NASH CC	566	0	1732	246	2544	420	190	4347	258	1962	381	40	2338	0	0	0	0	7376	9920
PAMLICO CC	0	49	137	47	233	82	223	618	63	112	66	75	248	40	0	74	0	1255	1488
PIEDMONT CC	0	92	717	1165	1974	394	91	2483	178	836	839	49	1605	0	181	230	0	4882	6856
PITT CC	1950	0	3932	551	6433	752	488	3876	331	1357	636	27	1953	0	0	190	0	7172	13605
RANDOLPH CC	0	424	1436	229	2089	146	1091	5416	379	930	910	90	1850	148	36	105	0	8723	10812
RICHMOND CC	234	0	1074	387	1695	374	365	3604	114	2413	784	169	3258	60	165	447	0	6900	8595
ROANOKE-CHOWAN CC	0	178	904	255	1337	28	586	1863	262	736	288	77	901	0	0	62	0	3443	4780
ROBESON CC	0	151	1452	502	2105	98	826	7267	384	564	1678	122	2334	0	319	155	0	10841	12946
ROCKINGHAM CC	1018	15	1285	567	2885	164	857	4291	411	1044	696	95	1630	0	0	225	0	7121	10006
ROWAN-CABARRUS CC	509	0	4255	680	5444	1014	887	7775	209	1215	1177	258	2338	0	470	550	48	12293	17737
SAMPSON CC	0	550	822	258	1630	119	624	2206	226	919	282	146	1204	0	47	0	0	4160	5790
SANDHILLS CC	1453	73	1682	462	3670	955	873	6243	425	836	1276	128	2116	0	48	224	408	10182	13852
SOUTHEASTERN CC	1306	0	800	487	2593	113	407	2112	123	624	505	103	1171	0	0	233	36	4033	6626
SOUTHWESTERN CC	0	428	1750	236	2414	122	668	2243	122	904	124	68	1084	0	212	173	114	4299	6713
STANLY CC	0	122	1833	304	2259	100	431	5482	149	1683	995	39	2649	0	73	119	42	8726	10985
SURRY CC	1722	0	2530	804	5056	240	615	4062	157	503	887	113	1481	0	0	188	177	6519	11575
TRI-COUNTY CC	708	0	546	271	1525	340	414	1312	263	436	0	39	474	0	0	67	0	2707	4232
VANCE-GRANVILLE CC	704	0	2374	930	4008	127	635	4261	197	1390	1010	116	2382	0	678	116	167	8146	12154
WAKE TCC	825	150	9614	1216	11805	2144	1080	13602	664	6801	1558	183	8230	2638	275	0	201	26421	38226
WAYNE CC	1396	0	2339	209	3944	415	624	5191	134	1490	1149	117	2308	495	6	276	0	8722	12666
WESTERN PIEDMONT CC	1081	12	2421	783	4297	455	665	4652	494	886	1284	354	2332	175	0	95	124	8057	12354
WILKES CC	1356	0	1544	251	3151	381	1010	6109	311	1269	417	201	1777	0	76	175	14	9125	12276
WILSON TCC	0	220	1587	478	2285	589	558	4310	331	1352	359	102	1767	39	630	140	0	7796	10081
TOTAL 1991-92	45202	17887	139457	33462	236008	28348	45040	289087	29162	77005	49202	8137	125660	10715	9076	9212	3891	516469	752477
TOTAL 1990-91	41409	16929	139441	32439	230218	30275	52897	282623	41059	73535	45536	8436	120043	10998	11427	8600	2831	524282	754500
TOTAL 1989-90	39138	16819	136747	31831	224535	28152	53135	290636	34858	64869	42261	8731	109415	10708	16169	7238	2087	516852	741387

* REPRESENTS UNDUPLICATED HEADCOUNT; WILL NOT NECESSARILY BE THE SUM OF LITERACY PROGRAMS.

** REPRESENTS UNDUPLICATED HEADCOUNT; WILL NOT NECESSARILY BE THE SUM OF EXTENSION PROGRAMS.

TABLE 12
AVERAGE ANNUAL
FULL-TIME EQUIVALENT (FTE)
1991-92

COLLEGES	CURRICULUM PROGRAMS					EXTENSION PROGRAMS														
										LITERACY										
	COLL TRAN	GEN. EDUC	TECHNICAL	VOCATIONAL	CURR. SUB-TOTAL	ACADEMIC	AVOCATIONAL	OCCUPATIONAL	PRACT SKILL	ABE	GED AHS	CED	LITERACY TOTAL	EXT. SUB-TOTAL	REG. BDT. TOTAL	LRN LAB	NEW& EXP. IND.	HRD	SELF SUPP. REC.	TOTAL
ALAMANCE CC	0	309	1396	298	2003	58	133	886	52	143	40	40	223	1352	3355	0	64	10	16	3445
ANSON CC	0	37	202	180	419	3	19	137	7	102	3	7	112	278	697	1	0	6	7	711
ASHEVILLE-BUNCOMBETCC	304	0	1794	292	2390	36	88	367	69	67	45	190	302	882	3272	0	19	65	9	3365
BEAUFORT COUNTY CC	160	0	506	250	916	17	135	351	8	77	29	81	187	698	1614	2	0	0	0	1616
BLADEN CC	0	158	101	313	572	1	18	80	18	19	7	16	42	159	731	1	0	30	0	762
BLUE RIDGE CC	194	0	465	347	1006	32	47	370	16	35	48	79	162	627	1633	3	7	5	6	1654
BRUNSWICK CC	0	106	198	201	505	5	213	222	48	13	18	70	101	589	1094	1	16	0	3	1114
CALDWELL CC & TI	559	0	773	263	1595	4	45	362	20	123	62	51	236	667	2262	0	0	45	9	2316
CAPE FEAR CC	0	509	1081	316	1906	7	210	361	111	98	107	40	245	934	2840	3	2	26	9	2880
CARTERET CC	0	172	605	230	1007	6	35	172	11	45	43	31	119	343	1350	9	0	0	10	1369
CATAWBA VALLEY CC	385	0	1503	338	2226	21	79	353	30	160	29	61	250	733	2959	0	0	0	26	2985
CENTRAL CAROLINA CC	0	251	1095	601	1947	26	84	486	43	452	204	127	783	1422	3369	2	68	0	15	3454
CENTRAL PIEDMONT CC	2533	728	4381	835	8477	39	114	629	65	253	271	71	595	1442	9919	2	136	29	213	10299
CLEVELAND CC	181	19	434	355	989	24	84	138	10	73	176	27	276	532	1521	2	9	7	5	1544
COASTAL CAROLINA CC	1130	0	923	434	2487	21	61	535	24	145	59	57	261	902	3389	4	0	0	37	3430
COLLEGE OF ALBEMARLE	380	16	556	198	1150	19	35	150	35	118	49	17	184	423	1573	0	0	0	0	1573
CRAVEN CC	518	110	599	318	1545	7	85	257	32	26	41	44	111	492	2037	6	22	0	26	2091
DAVIDSON COUNTY CC	434	0	971	297	1702	7	64	391	34	60	57	35	152	648	2350	0	1	82	29	2462
DURHAM TCC	520	9	1646	245	2420	32	39	414	13	278	151	43	472	970	3390	0	9	-1	42	3440
EDGECOMBE CC	113	0	803	285	1201	25	54	226	37	172	147	64	383	725	1926	0	8	14	4	1952
FAYETTEVILLE TCC	0	423	3245	622	4290	91	133	3001	73	516	282	167	965	4263	8553	0	3	92	13	8661
FORSYTH TCC	213	4	2265	412	2894	37	138	714	49	145	205	37	387	1325	4219	0	13	0	38	4270
GASTON COLLEGE	861	0	1334	326	2521	23	59	293	34	126	19	24	169	578	3099	53	0	92	15	3259
GUILFORD TCC	443	856	2483	443	4225	42	174	820	100	173	121	80	374	1510	5735	0	126	39	6	5906
HALIFAX CC	207	0	478	307	992	4	20	155	18	146	21	12	179	376	1368	1	0	22	25	1416
HAYWOOD CC	0	136	687	297	1120	7	79	254	118	34	22	28	84	542	1662	3	18	9	16	1708
ISOTHERMAL CC	387	0	514	284	1185	9	52	430	21	42	40	52	134	646	1831	0	9	8	57	1905
JAMES SPRUNT CC	100	117	351	257	825	1	12	100	19	81	23	42	146	278	1103	0	2	7	2	1114
JOHNSTON CC	0	273	833	1075	2186	6	45	289	9	105	171	137	413	762	2948	12	42	30	8	3040
LENOIR CC	552	0	768	274	1594	5	46	368	68	188	25	238	451	938	2532	1	22	43	7	2605

COLLEGES	CURRICULUM PROGRAMS					EXTENSION PROGRAMS														
	COLL TRAN	GEN. EDUC	TECH-NICAL	VOCA-TIONAL	CURR. SUB-TOTAL	ACA-DEMIC	AVOCA-TIONAL	OCCUP-TIONAL	PRACT SKILL	LITERACY ABE	LITERACY GED AHS	LITERACY CED	LIT-ERACY TOTAL	EXT. SUB-TOTAL	REG. BDT. TOTAL	LRN LAB	NEW& EXP. IND.	HRD	SELF SUPP REC.	TOTAL
MARTIN CC	72	7	276	213	568	37	39	89	10	98	21	35	174	349	917	0	0	5	1	923
MAYLAND CC	0	78	382	269	729	7	86	238	24	70	6	71	147	502	1231	0	0	17	8	1256
MCDOWELL TCC	0	97	242	211	550	3	41	148	4	40	6	117	162	358	908	0	1	12	2	923
MITCHELL CC	424	0	476	121	1021	19	37	215	12	126	17	54	197	480	1501	6	38	0	21	1566
MONTGOMERY CC	0	22	172	332	526	14	32	78	1	30	9	16	55	180	706	1	0	1	1	709
NASH CC	211	0	607	96	914	10	9	279	34	143	15	48	206	538	1452	0	0	0	17	1469
PAMLICO CC	0	12	48	22	82	3	17	30	4	9	7	23	39	93	175	1	0	12	0	188
PIEDMONT CC	0	24	246	566	836	38	6	208	11	80	51	1	132	395	1231	0	34	16	8	1289
PITT CC	500	0	1723	398	2621	23	38	252	14	78	21	27	126	453	3074	0	0	18	6	3098
RANDOLPH CC	0	144	764	93	1001	5	60	450	23	86	57	44	187	725	1726	10	4	7	5	1752
RICHMOND CC	90	0	487	236	813	26	26	379	12	228	56	125	409	852	1665	2	50	31	6	1754
ROANOKE-CHOWAN CC	0	59	401	133	592	1	93	71	37	106	14	26	146	348	940	0	0	18	4	962
ROBESON CC	0	59	694	304	1057	3	54	459	36	94	250	77	421	973	2030	0	34	25	23	2112
ROCKINGHAM CC	420	5	541	318	1284	4	56	227	21	99	60	10	169	477	1761	0	0	27	2	1790
ROWAN-CABARRUS CC	183	0	1209	416	1808	42	69	492	10	79	101	152	332	945	2753	0	104	10	34	2901
SAMPSON CC	0	234	356	168	758	2	38	196	39	118	44	157	319	594	1352	0	4	0	11	1367
SANDHILLS CC	657	28	1092	280	2057	26	52	427	36	94	93	95	282	823	2880	0	1	12	20	2913
SOUTHEASTERN CC	495	0	426	259	1180	6	38	135	10	44	47	40	131	320	1500	0	0	24	3	1527
SOUTHWESTERN CC	0	165	771	131	1067	4	53	281	10	43	4	9	56	404	1471	0	1	8	5	1485
STANLY CC	0	48	731	216	995	8	43	383	15	147	61	11	219	668	1663	0	17	12	6	1698
SURRY CC	529	0	969	442	1940	10	58	413	14	20	37	31	88	583	2523	0	0	16	21	2560
TRI-COUNTY CC	170	0	183	152	505	6	47	83	30	17	0	3	20	186	691	0	0	10	0	701
VANCE-GRANVILLE CC	278	0	877	544	1699	4	56	289	18	118	84	43	245	612	2311	0	153	13	15	2492
WAKE TCC	322	58	2821	585	3786	94	51	931	26	436	126	40	602	1704	5490	28	70	0	51	5639
WAYNE CC	497	0	1231	167	1895	17	42	354	9	131	147	26	304	726	2621	13	1	18	15	2668
WESTERN PIEDMONT CC	435	7	874	176	1492	21	63	378	30	54	72	165	291	783	2275	4	0	23	28	2330
WILKES CC	522	0	623	161	1306	23	104	855	33	51	19	88	158	1173	2479	0	27	22	17	2545
WILSON TCC	0	44	620	272	936	52	43	219	25	108	17	31	156	495	1431	0	103	13	3	1550
TOTAL 1991-92	15979	5328	52832	18174	92313	1123	3751	21890	1740	6762	3956	3553	14271	42775	135088	171	1238	1030	986	138513
TOTAL 1990-91	14670	4841	49584	16955	86050	1349	5074	20024	2126	6256	3356	3841	13453	42026	128076	136	1620	909	856	131597
TOTAL 1989-90	13613	4278	47142	16596	81629	1357	5214	20243	2225	5422	2915	3649	11986	41025	122654	150	2716	679	730	126929

AVERAGE ANNUAL FTE BY PROGRAM AREA AND TOTAL
1987-88 THROUGH 1991-92

	1987-88	1988-89	1989-90	1990-91	1991-92
COLLEGE TRANSFER	10,142	11,736	13,613	14,670	15,979
GENERAL EDUCATION	3,888	3,897	4,278	4,841	5,328
TECHNICAL	43,662	45,211	47,142	49,584	52,832
VOCATIONAL	17,825	17,092	16,596	16,955	18,174
CURRICULUM SUB-TOTA	75,517	77,936	81,629	86,050	92,313
ACADEMIC	1,438	1,106	1,357	1,349	1,123
ADULT HIGH SCHOOL	3,244	3,264	2,915	3,356	3,956
AVOCATIONAL	4,799	4,716	5,214	5,074	3,751
OCCUPATIONAL	17,062	18,161	20,243	20,024	21,890
PRACTICAL SKILLS	1,855	1,869	2,225	2,126	1,740
ABE	5,750	5,533	5,422	6,256	6,762
COMPENSATORY EDUCATIO	3463	3959	3649	3841	3553
EXTENSION REGULAR BUDGET SUB-TOTAL	37,611	38,608	41,025	42,026	42,775
REGULAR BUDGET TOTA	113,128	116,544	122,654	128,076	135,088
LEARNING LAB	195	172	150	136	171
NEW AND EXPENDING IND	1,993	2,523	2,716	1,620	1,238
HRD	587	609	679	909	1,030
SELF-SUPPORTING AND R	386	587	730	856	986
TOTAL	116,289	120,435	126,929	131,597	138,513

Source: North Carolina Department of Community Colleges
Information Services

AVERAGE ANNUAL UNDUPLICATED HEADCOUNT BY PROGRAM AREA AND TOTAL 1988-89 THROUGH 1991-92

	1988-89	1989-90	1990-91	1991-92
COLLEGE TRANSFER	35,540	39,138	41,409	45,202
GENERAL EDUCATION	14,802	16,819	16,929	17,887
TECHNICAL	134,628	136,747	139,441	139,457
VOCATIONAL	32,664	31,831	32,439	33,462
CURRICULUM SUB-TOTAL	217,634	224,535	230,218	236,008
ACADEMIC	23,614	28,152	30,275	28,348
AVOCATIONAL	47,754	53,135	52,897	45,040
OCCUPATIONAL	252,522	290,636	282,623	289,087
PRACTICAL SKILLS	20,234	34,858	41,059	29,162
ABE	56,055	64,369	73,535	77,005
GED AND AHS	38,161	42,261	45,536	49,202
COMPENSATORY EDUCATION	8,508	8,731	8,436	8,137
LEARNING LAB	10,014	10,708	10,998	10,715
NEW AND EXPENDING INDUSTRY	15,184	16,169	11,427	9,076
HRD	6,159	7,238	8,600	9,212
SELF-SUPPORTING AND REC.	2,044	2,087	2,831	3,891
EXTENSION SUB-TOTAL	444,621	516,852	524,282	516,469
TOTAL	662,255	741,387	754,500	752,477

Source: North Carolina Department of Community Colleges
Information Services

ANNUAL CURRICULUM AND EXTENSION ENROLLMENT
BY RACE, SEX, DAY OR NIGHT, EMPLOYMENT STATUS, AND RESIDENCY
1987-88 THROUGH 1991-92

	YEAR	WHITE	BLACK	OTHER	MALE	FEMALE	DAY	NIGHT	UNEMPLOYED	EMPLOYED PART-TIME	EMPLOYED FULL-TIME	NC RESIDENT	NON RESIDENT	TOTAL
	1987-88	174,544	39,590	5,783	92,500	127,417	122,805	97,112	65,704	45,016	109,197	211,067	8,850	219,917
	1988-89	173,786	38,246	5,602	90,206	127,428	125,228	92,406	63,760	47,814	106,060	209,384	8,250	217,634
	1989-90	178,651	39,939	5,945	93,820	130,715	133,717	90,818	74,735	49,696	100,104	215,678	8,857	224,535
	1990-91	182,406	41,416	6,396	95,075	135,143	139,476	90,742	72,245	58,393	99,580	223,689	6,529	230,218
CURRICULUM	1991-92	184,816	44,333	6,859	98,021	137,987	144,944	91,064	81,523	61,625	92,860	228,572	7,436	236,008
	1987-88	307,420	83,832	13,644	190,375	214,521	230,602	174,294	131,767	35,899	237,230	390,400	14,496	404,896
	1988-89	335,377	90,870	18,374	210,560	234,061	250,889	193,732	135,991	39,761	268,869	429,567	15,054	444,621
	1989-90	382,354	109,666	24,832	243,387	273,465	295,260	221,592	168,105	46,494	302,253	501,534	15,318	516,852
	1990-91	391,139	107,412	25,731	258,100	266,182	298,669	225,613	176,652	47,754	299,876	512,026	12,256	524,282
EXTENSION	1991-92	382,183	106,751	27,535	264,840	251,629	302,916	213,553	172,212	48,100	296,157	502,157	14,312	516,469

SOURCE: North Carolina Department of Community Colleges
Information Services

ANNUAL CURRICULUM ENROLLMENT
BY CREDIT HOUR LOAD
1987-88 THROUGH 1991-92

	1/4 TIME		1/2 TIME		3/4 TIME		FULL TIME		TOTAL
YEAR	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
1987-88	108,748	49.4%	33,890	15.4%	18,854	8.6%	58,425	26.6%	219,917
1988-89	103,030	47.3%	33,812	15.5%	19,813	9.1%	60,979	28.0%	217,634
1989-90	101,658	45.3%	34,500	15.4%	21,989	9.8%	66,388	29.6%	224,535
1990-91	100,146	43.5%	35,071	15.2%	23,354	10.1%	71,647	31.1%	230,218
1991-92	98,715	41.8%	34,920	14.8%	25,662	10.9%	76,711	32.5%	236,008

Source: North Carolina Department of Community Colleges
Information Services

V. Staff/Faculty Data

A. 92-93 Full-time System Totals by Position Category V 1
B. 92-93 Full-time System Totals by Position Category by Race, by Sex V 2
C. 92-93 Full-time System Totals by Position Category by Years of Service V 3
D. 92-93 Full-time System Totals by Position Category by Education Level V 4
E. 92-93 Full-time System Totals by Position Category by Months of Employment V 5

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1992-93 Full-time System Totals by Position Category
(As of 10-01-92)

Position Title BY CATEGORY	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	625
Faculty	4,143
Professional (Non-Teaching) (Other Than Exec/Admin/Managerial)	1,547
Secretarial/Clerical	1,497
Technical/Paraprofessional	861
Skilled Crafts	51
Service/Maintenance	873
TOTAL	9,597

Source: North Carolina Department of Community Colleges
Information Services (IS)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1992-93 Full-time System Totals by Position Category by Race, by Sex
(As of 10-01-92)

Position Title	Race				Sex		
BY CATEGORY	WHITE	BLACK	OTHER	NUMBER OF EMPLOYEES	MALE	FEMALE	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	551	64	10	625	418	207	625
Faculty	3,705	366	72	4,143	2,109	2,034	4,143
Professional (Non-Teaching) (Other Than Exec/Admin/Managerial)	1,269	257	21	1,547	602	945	1,547
Secretarial/Clerical	1,205	265	27	1,497	25	1,472	1,497
Technical/Paraprofessional	705	141	15	861	185	676	861
Skilled Crafts	45	6	0	51	46	5	51
Service/Maintenance	441	417	15	873	661	212	873
TOTAL	7,921	1,516	160	9,597	4,046	5,551	9,597

Source: North Carolina Department of Community Colleges
Information Services (IS)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1992-93 Full-time System Totals by Position Category by Years of Service
(As of 10-01-92)

Position Title	Range						
BY CATEGORY	UNDER 6 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-25 YEARS	26 AND UP YEARS	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	151	113	80	126	112	43	625
Faculty	1,664	828	610	538	395	108	4,143
Professional (Non-Teaching) (Other Than Exec/Admin/Managerial)	597	329	247	229	117	28	1,547
Secretarial/Clerical	665	349	229	167	69	18	1,497
Technical/Paraprofessional	297	200	171	121	57	15	861
Skilled Crafts	14	18	8	9	2	0	51
Service/Maintenance	514	180	114	44	16	5	873
TOTAL	3,902	2,017	1,459	1,234	768	217	9,597

Source: North Carolina Department of Community Colleges
Information Services (IS)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1992-93 Full-time System Totals by Position Category by Education Level
(As of 10-01-92)

Position Title — Academic Level Attained

BY CATEGORY	LESS THAN HIGH SCHOOL	HIGH SCHOOL OR EQUIV	1-YR COLLE	VOCA DIPL	2-YEARS COLLEGE	ASSOC DEGREE	3-4 YRS COLL	BACH DEGREE	MAST DEGREE	DOC DEGREE	EDUCATIO SPECIALI DEGREE	NUMBER OF EMPLOYEES
Executive/Admin/Managerial	0	5	2	3	4	6	3	85	345	157	15	625
Faculty	4	142	45	185	48	257	74	1,017	2,128	229	14	4,143
Professional (Non-Teaching) (Other Than Exec/Admin/Manag)	5	63	32	23	25	118	24	549	657	46	5	1,547
Secretarial/Clerical	5	402	224	74	106	520	55	108	3	0	0	1,497
Technical/Paraprofessional	3	146	93	35	57	311	30	159	26	1	0	861
Skilled Crafts	3	29	6	8	0	4	0	1	0	0	0	51
Service/Maintenance	227	446	44	52	29	46	6	19	4	0	0	873
TOTAL	247	1,233	446	380	269	1,262	192	1,938	3,163	433	34	9,597

Source: North Carolina Department of Community Colleges
Information Services (IS)

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1992-93 Full-time System Totals by Position Category by Months of Employment
(As of 10-01-92)

Position Title	Length of Employment												
BY CATEGORY	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months	11 Months	12 Months	NUMBER OF EMPLOYEES
Executive/Admin/Managerial	0	0	0	0	0	0	0	0	0	0	0	625	625
Faculty	2	1	21	2	1	2	1	1	625	295	86	3,106	4,143
Professional (Non-Teaching) (Other Than Exec/Admin/Manag)	0	1	2	1	0	0	0	2	13	12	6	1,510	1,547
Secretarial/Clerical	3	0	3	2	0	1	0	1	1	4	3	1,479	1,497
Technical/Paraprofessional	1	0	1	1	0	0	0	0	7	7	1	843	861
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	51	51
Service/Maintenance	0	1	4	0	0	0	0	1	7	4	5	851	873
TOTAL	6	3	31	6	1	3	1	5	653	322	101	8,465	9,597

Source: North Carolina Department of Community Colleges
Information Services (IS)

VI. Appendix

- A. Bibliography
- B. Glossary
- C. Rosters: State Board of Community Colleges
  Presidents

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EDUCATIONAL CATALOG. Administration and Programs Divisions. Public Affairs Section.

EDUCATIONAL CHART. Administration and Programs Divisions. Public Affairs Section.

LEGISLATIVE REPORT. Administration Division. Governmental Affairs Section.

SYSTEM LONG RANGE PLAN. Administration Division. Planning Services Section.

STATE BOARD OF COMMUNITY COLLEGES HANDBOOK. Administration Division. Board Affairs Section.

TRUSTEE MANUAL. Administration Division. Board Affairs Section.

GLOSSARY

ACADEMIC QUARTER An 11-week period during which credit classes are offered.

ACADEMIC YEAR The period of the regular session, generally extending from September to early June, divided into three quarters.

ACCREDITATION A formal means of recognizing an institution for maintaining standards that qualify the graduates for admission to higher institutions or for professional practice. Accrediting agencies are responsible for establishing the standards and evaluating the schools' compliance with them (e.g. Southern Association of Colleges & Schools, American Dental Association, Engineering).

ACCOUNTABILITY The acceptance of personal responsibility for the achievement of predetermined measurable objectives.

ADULT BASIC EDUCATION (ABE) A fundamental education program designed for adults 16 years old or older who have not completed the eighth-grade or who function at less than the eighth-grade level.

ADULT EDUCATION Programs offered by a community college or technical institute that provides opportunities for adults and out-of-school youth to further their education.

AFFIRMATIVE ACTION The planned, aggressive, coherent, management program to provide for equal employment opportunity. It is a results oriented program designed to achieve equal employment opportunity rather than simply a policy to assure nondiscrimination. As an ongoing management program it requires periodic evaluation.

APPROPRIATION The act by which the legislature provides the state dollars for the operation of an institution. Funds are appropriated to the State Board of Community Colleges to be distributed to the institutions.

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT) A nonprofit international association with headquarters in Washington, D.C., that seeks to unify, promote, encourage, and develop two-year institutions through the expertise and insight of trustee leadership.

ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES (AGB) A nonprofit educational organization of governing, coordinating, and advisory boards of post-secondary education. AGB exists to help its members fulfill their roles and meet their responsibilities. Headquarters are in Washington, D.C.

BASE BUDGET Appropriations made by the legislature to fund the current level of operation.

BIENNIUM a two-year period for which an agency builds a budget.

CAPITAL OUTLAY Capital outlay expenditures are those that result in the acquisition of fixed assets or additions to fixed assests (i.e. expenditures for land, buildings, or equipment).

budget and to provide for an equitable distribution of the equipment funds allocated by the State Board to the institutions.

Library Full-Time Equivalent (L/FTE) Used to prepare the library budget to provide for an equitable distribution of library funds allocated for the purchase of library books and audiovisual materials.

Credit Hour Full-Time Equivalent (H/FTE) Used in furnishing data to the North Carolina Commission on Higher Education Facilities and the University of North Carolina.

Construction Full-Time Equivalent (C/FTE): Used to determine priorities and institutional eligibility for federal and state construction funds for the institutions

FULL-TIME STUDENTS A student is considered full time if he/she carries 12 or more quarter hours of classes.

GENERAL EDUCATIONAL DEVELOPMENT (GED) A high school equivalency program enabling adults to take the General Education Develoment Tests to determine if they are at the 12th grade completion level of English, social studies, science, reading, and math. Individuals achieving the required scores on the GED are awarded the High School Equivalency Diploma. The program is open to individuals 18 years or older.

HUMAN RESOURCE DEVELOPMENT (HRD) A program for chronically unemployed adults with prevocational training and counseling.

JOB TRAINING PARTNERSHIP ACT (JTPA) A federal program designed to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons.

NON-CREDIT (EXTENSION) COURSES Courses for professional training, upgrading or general interest.

OCCUPATIONAL EDUCATION Any type of instruction or training (credit or non-credit) that prepares one to enter an occupation.

OTHER COSTS "Other Costs" is a term describing current instructional and operating instructional support costs excluding personnel and the associated fringe benefits. The term is used for supplies, travel, postage, etc.

PELL GRANTS Needs-based federally funded grants.

TECHNICAL PROGRAMS (ASSOCIATE DEGREE PROGRAMS) A term generally used to describe associate degree programs in the N.C. Community College system (sometimes referred to as two-year programs).

UNDUPLICATED HEADCOUNT The total number of students (both full time and part time) enrolled in all courses during a year. Each student is counted only once during the year regardless of the number of classes he takes or the number of quarters for which he registers.

VOCATIONAL PROGRAMS (DIPLOMA PROGRAMS) A term generally used to describe diploma programs in the N.C. Community College system (sometimes referred to as one-year programs).

CATEGORICAL FUNDS (restricted) Funds from a federal, state, local, or private source that are restricted to expenditures in a particular category or program.

CERTIFICATION A voluntary form of recognition for knowledge and skill in a particular profession.

CLOCK HOUR One hour of instruction given one student. Class periods from 50-60 minutes may be counted as one clock hour depending on the type of instruction delivered.

COMPENSATORY EDUCATION A special state-funded educational program for mentally retarded adults (over 17 years of age).

COMPETENCY-BASED INSTRUCTION Instruction based on measurable student performance outcomes consistent with the skills and knowledge needed by entry-level employees in a particular field.

COOPERATIVE SKILLS TRAINING A training program specifically designed to provide customized training for existing industry. This training can be provided on campus or at the industrial site.

CREDIT HOUR An instructional unit used for recognition of the amount of credit a student earns for a given course. Example: Quarter Credit Hour - A student who spends one hour per week in a class for 11 weeks earns one quarter hour credit.

CURRENT EXPENSE Funds used for the general operation of the institution to include salaries, benefits, and other instuctional costs.

DEVELOPMENTAL EDUCATION A program providing specialized credit courses for students who need to improve their basic skill in order to perform at the level required for admission to degree and diploma programs. Usually these courses are in reading, writing, and mathematics.

EXPANSION BUDGET Additional funds from the legislature to increase the quantity or quality of services rendered.

FISCAL YEAR The 12 month period upon which the institution's budget is based, July 1 - June 30.

FULL-TIME EQUIVALENT (FTE) One full-time equivalent (FTE) student represents 16 student membership hours per week for 11 weeks or 176 student membership hours for each quarter enrolled.

Average Annual FTE: The average of the summer, fall, winter, and spring FTE or the average FTE developed over an entire school year.

Four-Quarter Average FTE: The average of the FTE developed in any consecutive four-quarter period.

Budget Full-Time Equivalent (B/FTE): Used to prepare the operating budget and to provide for an equitable distribution of the operating funds allocated by the State Board to the institutions.

Equipment Full-Time Equivalent (E/FTE): Used to prepare the equipment

STATE BOARD OF COMMUNITY COLLEGES

February, 1993

Name and Occupation	Mailing Address	Appointed	Term Expires	Telephone
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Mr. Royce N. Angel (Board Vice Chairman) Manager - Regulatory and External Affairs Southern Bell Telephone Co.	3809 Shipyard Blvd. PO Box 960 Wilmington, NC 28403	Governor	6/30/93	919-392-8727 O
Mr. U. James Bennett Human Resources Perdue	510 Leak Street Rockingham, NC 28379	Governor	6/30/95	919-997-8545 O
Mr. Mayo Boddie Chairman and CEO Boddie Noell Enterprises, Inc.	Boddie-Noell Enterprises, Inc. P.O. Box 1908 Rocky Mount, NC 27802-1908	Governor	6/30/95	919-937-2800 O
The Hon. Harlan E. Boyles State Treasurer	Albemarle Building 325 Salisbury St. Raleigh, NC 27611	Ex Officio		919-733-3951 O
Mr. Asa B. Dail President, Damco, Inc.	PO Box 1656 New Bern, NC 28560	Governor	6/30/97	919-633-1404 O
Mr. Richard L. Daugherty E.S.D. Vice President of Manufacturing, IBM	PO Box 12195 600/B002E1 Research Triangle Park NC 27709	Governor	6/30/93	919-543-5201 O
Mr. Meigs C. Golden First Vice President Interstate/Johnson Lane	PO Box 1152 Sanford, NC 27330	House	6/30/95	919-774-4711 O
Mrs. Elisabeth G. Hair Pres., Sunbelt Communications, Inc.	1522 Stanford Place Charlotte, NC 28207	House	6/30/97	704-376-2813 O
Mr. Edward J. High Retired, City of Charlotte	1709 Patton Avenue Charlotte, NC 28216	Senate	6/30/93	704-375-3176 H
Mr. Phillip J. Kirk, Jr. Pres., NC Citizens for Business and Industry	NC Citizens for Business and Industry PO Box 2508 Raleigh, NC 27602	Governor	6/30/97	919-828-0758 W
Mr. B. E. Mendenhall, Jr. Retired, Superior Mfg.	Rte 16, Box 362 Winston-Salem, NC 27107	Governor	6/30/97	919-769-2871 H
Mr. Jason R. Parker Assistant District Attorney	2047 34th. Ave. Dr., N.E. Hickory, NC 28601	Governor	6/30/93	704-464-6378 O
Mr. James M. Patterson Retired, Former Manager, Public Affairs, AMOCO Corp.	Box 195 Lake Toxaway, NC 28747	Governor	6/30/95	704-966-4723 H

Name and Occupation	Mailing Address	Appointed	Expires	Telephone
Dr. G. Herman Porter Retired Community College President	202 Deerborn Circle Goldsboro, NC 27534	House	6/30/97	919-778-0722 H
Dr. C. Lorenzo Shoffner Retired Dentist	PO Box 266 Weldon, NC 27890	House	6/30/93	919-537-3923 H
Mr. William F. Simpson (Board Chairman) Owner, Sanitary Cafe	1002 Oakcrest Drive Reidsville, NC 27320	Governor	6/30/97	919-349-8621 O
The Hon. Dennis A. Wicker Lieutenant Governor	Hawkins-Hartness Bldg. 310 N. Blount Street Raleigh, NC 27603-8006	Ex. Officio		919-733-7350 O
Ms. Winifred J. Wood VP, F.P.Wood & Son, Inc.	PO Box 159 Camden, NC 27921	Senate	6/30/97	919-335-4357 O
Mr. James J. Woody, Jr. Safety & Environmental Mgr. Chandler Concrete Co., Inc.	1256 Old Salem Rd. Roxboro, NC 27573	Senate	6/30/95	919-226-1181 O

DEPARTMENT OF COMMUNITY COLLEGES
200 West Jones Street
Raleigh, NC 27603-1337 - Cour. 56-50-00
(919) 733-7051

Robert W. Scott, System President

PRESIDENTS OF COMMUNITY COLLEGES

February, 1993

Dr. W. Ronald McCarter
Alamance C.C.
P. O. Box 8000, Cour 02-84-01
Graham, NC 27253-8000
(919) 578-2002

Dr. Edwin R. Chapman
Anson C. C.
PO Box 126 - **Courier 03-83-01**
Polkton, NC 28135
(704) 272-7635

Kenneth Ray Bailey
Asheville-Buncombe T.C.C.
340 Victoria Road - **Courier 06-84-29**
Asheville, NC 28801
(704) 254-1921

Dr. U. Ronald Champion
Beaufort County C.C.
PO Box 1069 - **Courier 01-73-20**
Washington, NC 27889
(919) 946-6194

Lynn G. King
Bladen C.C.
PO Box 266 - **Courier 04-28-01**
Dublin, NC 28332
(919) 862-2164

Dr. David W. Sink
Blue Ridge C.C.
Courier 06-76-01
Flat Rock, NC 28731
(704) 692-3572

W. Michael Reaves
Brunswick C.C.
PO Box 30
Supply, NC 28462
(919) 754-6900

Dr. Eric B. McKeithan
Caldwell C.C. & T.I.
1000 Hickory Blvd. **Cou.15-26-22**
Hudson, NC 28638
(704) 726-2200

Dr. Richard C. Conrath
Cape Fear C.C.
411 N. Front Street
Courier 04-12-06
Wilmington, NC 28401
(919) 251-5100

Dr. Donald W. Bryant
Carteret C.C.
3505 Arendell Street
Courier 11-12-08
Morehead City, NC 28557
(919) 247-6000

Dr. Cuyler Dunbar
Catawba Valley C.C.
Rt.3,Bx 283 Cour 05-33-14
Hickory, NC 28602
(704) 327-7000

Dr. Marvin R. Joyner
Central Carolina C.C.
1105 Kelly Dr.- **Courier 14-43-14**
Sanford, NC 27330
(919) 775-5401

Dr.Paul Anthony Zeiss
Central Piedmont C.C.
PO Box 35009 - **Courier 05-18-40**
Charlotte, NC 28235
(704) 342-6566

Dr. L. Steve Thornburg
Cleveland Community College
137 S. Post Road - **Cour.15-45-12**
Shelby, NC 28150
(704) 484-4000

Dr. Ronald K. Lingle
Coastal Carolina C.C.
444 Western Blvd.- **Cour.11-07-26**
Jacksonville, NC 28546
(919) 455-1221

Dr. Gerald W. Bray, Interim
College of The Albemarle
PO Box 2327 - **Cour.10-39-32**
Elizabeth City, NC 27909
(919) 335-0821

Dr. Lewis S. Redd
Craven C.C.
PO Box 885 - **Cour.01-33-25**
New Bern, NC 28560
(919) 638-4131

Dr. J. Bryan Brooks
Davidson County C.C.
PO Box 1287 - **Courier 13-53-20**
Lexington, NC 27292
(704) 249-8186

Dr. Phail Wynn, Jr.
Durham T.C.C.
PO Drawer 11307 - **Cour.14-07-27**
Durham, NC 27703
(919) 598-9222

Charles B. McIntyre
Edgecombe Community College
2009 W. Wilson St - **Cour.07-51-11**
Tarboro, NC 27886
(919) 823-5166

Dr. Craig Allen
Fayetteville T.C.C.
PO Bx 35236 Cour 14-51-41
Fayetteville, NC 28303
(919) 678-8400

Dr. Bob H. Greene
Forsyth T.C.C.
2100 Silas Creek Parkway
Courier 09-25-35
Winston-Salem, NC 27103-5197
(919) 723-0371

Dr. W. Wayne Scott
Gaston College
201 Highway 321 South
Courier 15-52-04
Dallas, NC 28034-1499
(704) 922-6200

Dr. Donald W. Cameron
Guilford T.C.C.
PO Box 309 - **Courier 13-29-01**
Jamestown, NC 27282
(919) 334-4822

Dr. Elton L. Newbern, Jr.
Halifax Community College
PO Drawer 809 - **Cour.07-47-01**
Weldon, NC 27890
(919) 536-2551

Dr. Dan W. Moore
Haywood C.C.
Freedlander Drive
Courier - 08-10-01
Clyde, NC 28721
(704) 627-4516

Dr. Willard L. Lewis, III
Isothermal C.C.
PO Box 804 - **Cour.06-63-04**
Spindale, NC 28160
(704) 286-3636

Dr. Donald L. Reichard
James Sprunt C.C.
PO Box 398 - **Cour. 11-20-10**
Kenansville, NC **28349-0398**
(919) 296-1341

Dr. John Tart
Johnston C.C
PO Box 2350 - **Cour.01-65-35**
Smithfield, NC 27577
(919) 934-3051

Dr. Lonnie H. Blizzard
Lenoir C.C.
PO Box 188 - **Courier 01-23-27**
Kinston, NC 28501
(919) 527-6223

Dr. Martin Nadelman
Martin C.C.
Kehukee Park Road - **Cour.10-81-09**
Williamston, NC 27892
(919) 792-1521

Dr. Virginia A. Foxx
Mayland C.C.
PO Box 547 - **Cour.12-70-01**
Spruce Pine, NC 28777
(704) 765-7351

Dr. Robert M. Boggs
McDowell T.C.C.
Rt. 1, Box 170 - **Courier 08-91-03**
Marion, NC 28752
(704) 652-6021

Dr. Douglas Eason
Mitchell C.C.
West Broad Street - **Cour. 09-32-08**
Statesville, NC 28677
(704) 878-3200

Bruce Turner, Acting Pres.
Montgomery C.C.
PO Box 787 - **Courier 03-97-20**
Troy, NC 27371
(919) 572-3691

Dr. J. Reid Parrott, Jr.
Nash C.C.
Old Carriage Road
PO Box 7488 - **Courier 07-70-01**
Rocky Mount, NC 27804-7488
(919) 443-4011

Dr. E. Douglas Kearney, Jr.
Pamlico C.C.
Hwy. 306 South
Grantsboro, NC 28529
(919) 249-1851

Dr. H. James Owen
Piedmont C.C.
PO Box 1197 - **Courier 02-32-10**
Roxboro, NC 27573
(919) 599-1181

Dr. Charles E. Russell
Pitt C.C.
PO Drawer 7007 - **Courier 01-45-28**
Greenville, NC 27834
(919) 355-4200

Dr. Larry K. Linker
Randolph C.C.
PO Box 1009 - **Courier 13-65-20**
Asheboro, NC 27204-1009
(919) 629-1471

Joseph W. Grimsley
Richmond C.C.
PO Box 1189 - **Courier 03-80-03**
Hamlet, NC 28345
(919) 582-7000

Dr. Harold E. Mitchell
Roanoke-Chowan C.C.
Rt. 2, Box 46-A **Cour.10-11-10**
Ahoskie, NC 27910
(919) 332-5921

Fred G. Williams, Jr.
Robeson C.C.
PO Box 1420 - **Courier 04-36-33**
Lumberton, NC 28359
(919) 738-7101

Dr. N. Jerry Owens
Rockingham C.C.
Courier 02-23-05
Wentworth, NC 27375
(919) 342-4261

Dr. Richard L. Brownell
Rowan - Cabarrus C.C.
PO Box 1595 - **Courier 13-42-07**
Salisbury, NC 28144
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Wilson, NC 27893
(919) 291-1195

James Lemons
NC Center for Applied Textile
Technology
PO Box 1044
Belmont, NC 28012
(704) 825-3737